Instructional Design Consultation Guide

This guide consists of questions Instructional Designers ask course developers during consultation meetings of the online course design and development process. This guide generally follows the ADDIE model of course design and development. Consultants are not required to ask all of these questions. Please choose the questions most relevant to the specific course developer and course.

1. ANALYSIS PHASE

1.1. PRE-INITIAL MEETING
The Instructional Designer should have the Course Developer complete the following questionnaires before the initial meeting.

Consultation Outline	Resources	Notes/References
1.1.1. Ask the course developer to bring to the first meeting: ☐ Course and instructor questionnaire (We may add questions about learners and goals.) ☐ Syllabus for the course if exist.	**Primary Document:** *Pre-Meeting Instructor Questionnaire*	*Pre-Analysis* **Theory:** Analysis phase. (The "A" in the ADDIE model of instructional design). **Purpose:** To provide a vehicle to gather information about prior knowledge, and skills, attitudes of the Course Developer, and to identify environmental characteristics that may impact this specific course design and development process. **Instructional Designer:** Consider characteristics of the Course Developer, the course, target learners, and the design and development context of this specific course to identify the starting point and the goals. Then as a result of the initial meeting develop a plan to move the Course Developer from the starting point to achieve the goals (see Initial Meeting step e.) **Course Developer:** Complete and submit questionnaires.
1.1.2. If the course developer has previously developed online courses, ask permission to view the Blackboard course shell.	**Primary Document:** Existing online course shell(s)	**Instructional Designer:** Request permission to view any existing Blackboard shells.

Consultation Outline	Resources	Notes/References
		Course Developer: Grant permission for Instructional Designer to view course shells, if any.

1.2. INITIAL MEETING

The initial meeting should be in-person and occur after the questionnaires have been completed. This meeting should last no more than an hour.

Consultation Outline	Resources	Notes/References
1.2.1. Introductions & Prior Experience Overview ❑ Tell me about yourself and what you do? ❑ Tell me about your online teaching and learning experience? ❑ How do you perceive online teaching & learning? ❑ What is your teaching style?	**Primary Document:** *Pre-Meeting Instructor Questionnaire results*	*What is already known?* **Theory:** Analysis of Course Developer and the design and development context of this specific course. **Purpose:** To identify needs and gaps that may be addressed during the design and development process. **Instructional Designer:** Note strengths, weaknesses, and gaps in terms of knowledge, skills, and attitudes. Note contextual conditions which may impact the design and development process. **Course Developer:** Answer verbal questions.
1.2.2. Goal of the Course Design and Development Process ❑ What would you like to get out of this online course design and development process? *(Worldwide eLearning goal is that the process produces a quality and compliant online course.)* ❑ What is your definition of a quality online course? *(World eLearning defines quality as high learner achievement of stated*	**Handout:** *Outline of eLearning Design and Development Process*	*What does the Course Developer expect out of the design and development process?* **Theory:** Analysis of the goals of the design and development process. **Purpose:** To develop and confirm shared goals (i.e. be on the same page, working toward the same end, etc.)

Consultation Outline	Resources	Notes/References
course objectives and compliance as meeting ADA and copyright standards.) ❑ What are your personal goals for the course? ❑ How will you measure success for yourself? (We'll talk about success for learners in the Course Objectives section) ❑ Tell me about successful experiences that you have had in teaching the course? ❑ Are there any unsuccessful experiences you might like help to improve? ❑ How do you envision us working together?		**Instructional Designer:** Listen and guide in the first two question and then take notes on the third question of how the Course Designer envisions working together. **Course Developer:** Answer verbal questions. Identify and agree on course design and development goals to work toward together.
1.2.3. Course Goal Analysis ❑ What are the goals you have for the learners who will take the course? (not necessarily formalized learning outcomes.) ❑ How is your course related to the program curriculum?	**Primary Document:** *Analysis Report*	*What is the scope of the course?* **Theory:** Course goal analysis, Morrison, Ross, & Kemp (2007) chapter 2. **Purpose:** To lay the firm foundation of course scope and desired outcomes on which to build objectives, activities, and assessments; And ensure that these goals align with the course design and development goals (gathered above in step b.) **Instructional Designer:** Listen for teaching methods, technologies and interaction with learners, and start to fill out *Analysis Report.* **Course Developer:** Answer verbal questions. Identify course goals, relate the course goals to program goals, and relate successful teaching experiences to those with well-defined goals.
1.2.4. Learner and Context Analysis ❑ Tell me about the general characteristics of your learners? (Age, gender, work experience, talents, disabilities,	**Primary Document:** *Analysis Report*	*What do we know about the learner and learning context?* **Theory:** Learner and context analysis. ARCS Model (Keller, 1983), M. David Merrill's First Principles of Instruction (Merrill, 2009),

Consultation Outline	Resources	Notes/References
nationalities, ethnicity.) (If learners are older, mention the difference between pedagogy and andragogy.) ❑ What prior knowledge and skills might your learners bring to the course? ❑ Will you have prior academic information for your learners'? (GPA, relevant subject grade, standardized test scores) ❑ What do you think the learner attitude/motivation will be toward the course? (Is it mandated, is it a major's course, etc.) (ARCS model of motivation) ❑ Do you have any sense of the learning styles of learners who will take this course?	**Handout:** ARCS, and *M. David Merrill Quote on Motivation*	Morrison, Ross, & Kemp (2007) chapter 3, Dick, Carey & Carey (2005) chapter 5. **Purpose:** To ensure that the components of the course are designed appropriately to the learner and the learning context. **Instructional Designer:** Ask questions and take written notes of the answers on the *Analysis Report*. **Course Developer:** Answer verbal questions. Relate how the characteristics of learners may affect the course design process.
1.2.5. Define next steps *What will the expected role of the consultant and Course Developer be?* ❑ Describe your role (the consultant) and how you envision you best working together with the Course Developer. ❑ Describe major course development milestones as well as time and effort expectations (refer to *Outline of eLearning Design and Development Process*) ❑ Introduce Worldwide eLearning Team members (Bb support, Accessibility support, Emerging Technology) ❑ Identify next steps (*Course Design Plan*) ❑ Schedule next meeting	**Primary Document:** *Outline of eLearning Design and Development Process* **Handout:** Blackboard & Instructional Design Support postcard, and Accessibility Support postcard	*How can you the consultant work with and provide a high level of guidance and support for the Course Developer?* **Theory:** Results of the Analysis phase. **Purpose:** To have agreement of goals and actionable next-steps for the design and development process. **Instructional Designer:** **Course Developer:** Answer questions. Agree to stated goals and next steps.

1.3. POST-INITIAL MEETING

The Instructional Designer follows up with a confirmation email summarizing the agreed upon goals, analysis, and next steps.

Consultation Outline	Resources	Notes/References
1.3.1. Confirm the agreed upon goals, analysis, and next steps ❏ (Instructional Designer sends a confirmation email.)	**Primary Document:** *Analysis Report* **Handout:** Confirmation email	*How can you the Instructional Designer confirm what was agreed upon during the initial meeting?* **Theory:** Put into writing goals, analysis, and next steps. **Purpose:** To have agreement of goals and actionable next-steps for the design and development process. **Instructional Designer:** Complete the Analysis Report. Send a summary email outlining the agreed upon course design and development process goals, and attach the Analysis Report **Course Developer:** Receive email and reply if requested.

2. DESIGN PHASE

The design phase should occur in four to six in-person meetings with typically one week but no more than two weeks in-between each meeting (i.e. within a 4-12-week time period.) Meetings should typically be at least 30 minutes but no more than an hour. The role of the Instructional Designer is to provide direct instruction to the Course Developer to apply instructional design theory to fill out the course and module plans

Course Design Plan

Consultation Outline	Resources	Notes/References
2.1. Course Quality ❏ In light of transactional distance of an online course, how will you get at least as good of student outcomes as your face-to-face class?	**Primary Document:** **Handout:** *The Modified 2012*	*How will you ensure the quality of your online course?* **Theory:** Designing content to meet rubric standards has been shown to ensure adequate design of online content which, along with

Consultation Outline	Resources	Notes/References
❑ What are the key rubric items to keep in mind during the design phase?	*TLPDC Online Course Design Rubric*	adequate teaching presence (instructor led interaction), will result in at least as good student outcomes as a comparable face-to-face course. **Purpose:** To communicate the key rubric items to pay attention to during the design phase. **Instructional Designer:** Communicate the six categories of the Modified 2012 TLPDC Online Course Quality Rubric – Course Entry, Instructional Design, Evaluation/Assessment, Interaction, Accessibility, and Copyright. **Course Developer:** Recall the purpose of the rubric and identify on the handout the six primary review categories.
2.2. Course objectives ❑ What are the three to five key items you want learners to achieve in the course? (These are your knowledge and skills) ❑ Why are these objectives important to the learner? ❑ In which situations would learners use the knowledge and skills? ❑ How will the course content support learner achievement of the objectives? ❑ What is the appropriate Bloom's verb from the taxonomy list?	**Primary Document:** The objectives portion of the *Course Design Plan*. **Handout:** *OPA Handbook pages 8-14, Bloom's Taxonomy Teacher's Planning Kit*, and *eLearning Method for Creating Effective Objectives*	*What are the knowledge and skills I want learners to learn?* *What actions will learners do in order to master the knowledge and skills?* **Theory:** Measurable, Bloom's Taxonomy, from the learner perspective, Morrison, Ross, & Kemp (2007) chapter 3. **Purpose:** Create measureable objectives that appropriately describe what the learner will do upon mastery of the knowledge and skills. In general, move learners from lower to higher order thinking skills. **Instructional Designer:** Ask the Course Developer the first question and while they talk, write down the answer. Review with the Course Developer the pertinent items in the *OPA Handbook, Bloom's Taxonomy*, and *eLearning Method for Writing Objectives* and discuss as needed. Have the Course Developer practice selecting appropriate Bloom's verb for various knowledge and Skills. Point out how to complete the Course Objectives portion of the *Course*

Consultation Outline	Resources	Notes/References
		Design Plan. Assign to the Course Developer the task of writing/rewriting the objectives as needed. **Course Developer:** Answer questions. Practice writing/rewriting objectives. Complete assignment of writing/rewriting objectives and filling out the Course Objectives portion of the *Course Design Plan*.
2.3. Instructional Approaches ❑ What do I already know about teaching the knowledge and skills? ❑ Which approaches (such as those listed on the handout) might best match my learners and content	**Primary Document:** The Content Sequencing Portion of the *Course Design Plan*. **Handout:** *Reigeluth and Keller Instructional Approaches*	*What is the approach to enable learners to achieve learning goals?* **Theory:** Reigeluth and Keller Instructional Approaches (Macrostrategy) (Reigeluth & Keller, 2009), Morrison, Ross, & Kemp (2007) chapter 6. **Purpose:** To identify approaches (macrostrategies) into which instructional components (meso and microstrategies) are bundled. **Instructional Designer:** Point out that it is helpful to be aware of the various approaches and to identify which are appropriate for the desired knowledge and skills. **Course Developer:** Identify approaches which are to be utilized in the course.

Consultation Outline	Resources	Notes/References
2.4. Content sequencing ❑ How can course content be sequenced to improve learner's understanding? ❑ Can sequencing the content improve the learner's understanding? ❑ Does the content support course objectives? ❑ When sequencing your content, which things do you take into consideration? ❑ What strategies do you know about content sequencing? Do they work? ❑ How the course will be structured? ❑ What types of procedural (step-by-step) knowledge are required? ❑ What types of conceptual (more abstract) knowledge are required?	**Primary Document:** The Content Sequencing portion of the *Course Design Plan.* **Handout:** *Reigeluth and Keller Content Sequencing*	*How will I structure the learning in the course?* **Theory:** Reigeluth and Keller Content Sequencing (chunking) (Reigeluth & Keller, 2009). **Purpose:** Given instructional approach(es), to identify how the instructional components will be sequenced (also called chunking.) **Instructional Designer:** Present content sequencing theory. Assist Course Developer in selecting a sequencing strategy for this course. **Course Developer:** Select a sequencing strategy for this course. Fill out the content sequencing portion of the *Course Design Plan.*

Module Design Plan

Consultation Outline	Resources	Notes/References
2.5. Module Objectives ❑ What are the three to five key items you want learners to achieve in this module? ❑ What is the appropriate Bloom's verb from the taxonomy list? ❑ Why are these objectives important to the learner? ❑ In which situations would learners use this knowledge and/or skills? ❑ How will the module content support student achievement of the objectives?	**Primary Document:** The Objectives portion of the *Module Design Plan.* **Handout:** *OPA Handbook pages 8-14, Bloom's Taxonomy Teacher's Planning Kit, and eLearning Method for Creating Effective Objectives*	*What are the knowledge and skills I want learners to learn?* *What actions will learners do in order to master the knowledge and skills?* **Theory:** Measurable, Bloom's Taxonomy, from the learner perspective, Morrison, Ross, & Kemp (2007) chapter 5. **Purpose:** Create measureable objectives that appropriately describe what the learner will do upon mastery of the knowledge and skills. In general, move learners from lower to higher order thinking skills. **Instructional Designer:** Review Course Developer skills of creating measureable objectives. Assign to the Course Developer the task of writing/rewriting the objectives as needed and to fill out the

Consultation Outline	Resources	Notes/References
		Module Objectives and Bloom's Taxonomy portions of the *Module Design Plan*. **Course Developer:** Answer questions. Practice writing/rewriting objectives. Complete assignment of writing/rewriting the Module Objectives and completing the Bloom's Taxonomy portions of the *Module Design Plan*.
2.6. Assessment Methods ❑ How can you determine whether or not your course is teaching what it is supposed to? ❑ Are your assessment methods aligned with the objectives? ❑ Do you assess your learners throughout the course or at the end of the course? Why? ❑ What kind of assessment strategies do you use? ❑ How can you determine what type of assessment strategy to use? ❑ How can you determine what type of formative assessment strategy to use? And when? ❑ How can you determine what type of summative assessment strategy to use?	**Primary Document:** The Assessment Strategy portion of the *Module Design Plan*. **Handout:** *eLearning Method for Alignment*	*How will I know my students are "getting it"?* *What evidence will I need in order to determine my learners have achieved the learning goals?* **Theory:** Formative and summative assessment. **Purpose:** In light of transactional distance, show how the instructor will assess that learners are "getting it": i.e. are in the process of learning (formative assessment) and ultimately have achieved the objectives (summative assessment). **Instructional Designer:** Inform the Course Developer about assessment strategies in the online environment (formative and summative), and how to align strategies with objectives. Show how to indicate assessment strategies and alignment on the *Module Design Plan*. **Course Developer:** Participate in discussion about assessment strategies. Complete the assessment strategies and alignment portion of the *Module Design Plan*.
2.7. Instruction in the Online Environment ❑ What methods of instruction best support learner achievement in the distance learning environment?	**Primary Document:** The Instructor Actions section of the *Module Design Plan*.	*How will learners best achieve the objectives in an online environment?* **Theory:** Gagne's 9 Events of Instruction (Gagné, Briggs, & Wager, 1992). Community of Inquiry (Garrison, Anderson, & Archer,

Consultation Outline	Resources	Notes/References
❑ What are the strategies you will use to increase interaction in your online courses?	**Handout:** *Gagne's 9 Events, COI Questionnaire*	2001); Student-to-student, student-to-content, instructor-to-student interaction **Purpose:** To identify key elements of instruction for asynchronous online learning. **Instructional Designer:** Describe how Gagne's 9 Events of Instruction can be utilized to ensure the online content leads the learner through a thorough learning experience. Explain how the Community of Inquiry (CoI) (student-to-content, student-to-student, and instructor-to-student) ensures adequate interaction at a transactional distance. **Course Developer:** Discuss how to apply Gagne's 9 Events and CoI to this course.
2.8. Instructor and Student Actions ❑ What will the instructor do to prompt the learner to acquire the stated knowledge and skills? ❑ What will the student do to acquire the stated knowledge and/or skill? ❑ What are the ways of teaching a fact, a rule, a procedure, an interpersonal skill, or an attitude? ❑ Which techniques do you use?	**Primary Document:** The Student Actions section of the *Module Design Plan*. **Handout:** *Reigeluth and Keller Instructional Components*	*What will the instructor do to prompt the learner to achieve or master the objectives?* *What will the learner do to achieve or master the objectives?* **Theory:** Reigeluth and Keller Instructional Components (meso and microstrategies) (Reigeluth & Keller, 2009). **Purpose:** To specify the components of what both the instructor and learner will do. **Instructional Designer:** **Course Developer:**
2.9. Feedback methods ❑ Do you have any feedback strategy? Please explain them. Do they work?		*How will I collect and analyze information to determine that learners are learning and what learners have learned?* **Theory:**

Consultation Outline	Resources	Notes/References
❑ Do you have written rules for giving feedback? Learners need to know how they can get feedback (frequency, written or visual, etc.). ❑ Do you get feedback about your course from learners?		**Purpose:** **Instructional Designer:** Ask questions. Inform faculty about feedback types. Give examples of feedback in online courses. Recommend faculty provide turn-around time for grading and other rules about feedback in syllabus. **Course Developer:**

3. DEVELOPMENT PHASE

The Course Developer should be released during this phase to work on their own to obtain a Blackboard course shell and develop content in the course shell. In-person meetings may be required by the Instructional Designer to instruct the Course Developer on how to develop the first and second content module. Most Course Developers should then be released to complete the third and subsequent modules on their own - meetings may be held at the request of the Course Developer. At the point of release, the role of the Instructional Designer shifts from providing direct instruction to providing feedback and as a course reviewer, usually by email, and to help keep the process on track. Feedback and encouragement should be provided no less than once every two weeks.

Consultation Outline	Resources	Notes/References
3.1. Course Accessibility and Copyright: *It is important to understand and have an idea of how to apply accessibility and copyright*	**Handout:** (identify handouts that Jackie has developed.)	*How will course materials be accessible to those with a variety of abilities and disabilities?* *How will the course comply with state and federal accessibility regulations?*

Consultation Outline	Resources	Notes/References
regulations and standards before creating and implementing content in the Blackboard shell. **3.1.1. Documents** ❏ Are documents formatted and saved to be HTML or PDF machine readable? ❏ Will the machine read the content in HTML or PDF documents in the proper order? ❏ Do graphics and images contain alt tags where appropriate, enabling a screen reader to audibly describe the image to learners with visual impairment? ❏ Is text presented in graphic form (e.g. Wordart, Wordles, etc.) accessible? ❏ Do tables follow software guidelines for accessibility? ❏ Do graphs and charts have title as alt text and a long description nearby or in body text?		**Theory:** Section 508 and 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, Freedom and Digital Millennium Copyright Act of 1998. **Purpose:** To ensure content presented in the Blackboard shell complies with accessibility and copyright regulations and standards. **Instructional Designer:** Present the handouts and answer questions on how to provide accessible and compliant course content. **Course Developer:** Become aware of accessibility requirements in order to provide accessible and compliant course material.
3.1.2. Videos and Audio ❏ Are transcripts provided for media with only audio (e.g. podcasts, mp3, etc.) ❏ Are videos closed captioned and the captions synchronized? ❏ Are audio descriptions of visual elements included?		
3.1.3. Color ❏ Is color used exclusively as an indicator of emphasis? ❏ Is sufficient color contrast provided?		
3.1.4. Navigation		

Consultation Outline	Resources	Notes/References
❑ Can the web pages be navigated with just the keyboard? ❑ Are navigation tabs consistently labeled on each web page?		
3.1.5. Basics ❑ Is flashing or blinking content avoided? ❑ Are hyperlinks titles of websites rather than "Click Here" or the full URL/web address? ❑ Does the course syllabus and course introduction include an exit disclaimer for websites that you can't edit?		
3.1.6. Copyright ❑ Is there legal standing for the materials in the course? (e.g. the instructor owns or created the content, the content is being used under the fair use doctrine or the Teach Act 2002 guidelines, etc.) ❑ Is credit appropriately given to authors of published or copyrighted material?		
3.2. Course Shell and Navigation Strategy ❑ Is there a course shell? ❑ What is the strategy for left-hand menu elements? ❑ Does the strategy provide access to the following elements: homepage, syllabus, schedule, course content modules, projects, communication elements, support elements? ❑ Is there a consistent titling strategy?		*How will students access and navigate course content?* **Theory:** Universal Design for Learning (UDL) **Purpose:** This is the stage where the shell is created and overall structure of how students will work through the course is selected – i.e. what will the student click on in the left-hand menu to get to the main course content? Etc. **Instructional Designer:** Help Course Developer request, obtain, and access a course shell. Present essential left-hand menu element options along with variations that may assist the Course Developer

Consultation Outline	Resources	Notes/References
		in selection. Present the best practice of consistent titling. **Course Developer:** Obtain a course shell and log into it. Select a navigation strategy and consistent titling strategy. Create a left-hand menu element leading to the main course content modules.

3.3. Module Development
   3.3.1. Create Module Page and Introduction
  ❑ Has the Blackboard item in which the module content resides been identified?
  ❑ Has the location for the Blackboard item in which the module content will reside been determined?
  ❑ Is there a module introduction?
  ❑ Does the introduction gain the students attention? (novelty, uncertainty, surprise, thought-provoking questions)
  ❑ Does the introduction stimulate recall of prior learning? (previous experiences, understanding of previous concepts)
  ❑ Does the introduction motivate students? (answer the "why" question)
  ❑ Does the introduction tell students how to get started?
	Primary Document: The module page.
	
	Handout: *Gagne's Nine Events of Instruction*
		Theory: Gagne's Nine Events of Instruction, ARCS model of motivation, Universal Design for Learning
		
		Purpose: Create a module page and a module introduction. Recommendation is that the introduction meets the following criteria:
		  • Ensure learners are ready to learn and participate in activities by presenting a stimulus to gain their attention.
		  • Help students make sense of new information by relating it to something they already know or something they have already experienced.
		  • Provide motivation for (the "why") students to complete module activities.
		  • Instruct students on how to get started.
		
		Instructional Designer: Provide handout. Review Gagne's Nine Events. Explain the purpose of Gagne's events one and three, as well as the idea of answering the question why the content is/will be relevant and important to students. Utilizing Blackboard, show the Course Developer the desired Blackboard tool and how to create a module page and introduction that meets the criteria listed above.
		
		Course Developer: Create the module page with an introduction at the top of the module page.

3.3.2. Module Objectives	**Primary Document:** The Module Plan,	**Theory:** Gagne's Nine Events of Instruction

Consultation Outline	Resources	Notes/References
❑ Can students easily find and review module objectives?	The Blackboard course shell. **Handout:** *Gagne's Nine Events of Instruction*	**Purpose:** Inform students of the objectives or outcomes to help them understand what they are to learn during the course. Provide objectives before instruction begins **Instructional Designer:** Show Course Developer in Blackboard how to create an element near the top of the module page (usually underneath the introduction) in which to cut and paste the module objectives. **Course Developer:** Copy the module objectives from the Module Plan to a section near the top of the module content page (usually immediately under the module introduction.)
3.3.3. Module Elements **3.3.3.1. Select Element Technology** ❑ What is the technology or set of technologies that best support the element described in the Module Plan? ❑ Are there any alternative learning requirements that may require additional technology? ❑ Is the technology easily accessible available to the learners? (most courses require a computer with an up-to-date browser, a high-speed internet connection, and audio output device (headphones or speakers.) ❑ Is the technology accessible to those with varied abilities? ❑ Is there support for the technology if students have issues?	**Primary Document:** Module Plan. **Handout:** *Technology Wheel*	*Which technology is appropriate to support the selected instructional and student task?* **Theory:** Match appropriate technology to module element. **Purpose:** Select technology (such as the Blackboard item) in which to create the element in the Blackboard shell. **Instructional Designer:** Provide Technology Wheel handout if the instructor needs help selecting technology. Describe how technologies can be used individually or in combination to support the activity. Help Course Developer select technology appropriate to the nature of the element and the environment in which it will be used. Teach the Course Developer how to use the tool in Blackboard as needed. **Course Developer:** Select a technology that best supports student achievement of this element. Learn how to use the tool in Blackboard.

Consultation Outline	Resources	Notes/References
3.3.3.2.Create Element Placeholder ❑ What is the Blackboard tool with which the module element will be created?	**Primary Document:** The module page.	**Purpose:** Create a placeholder in which to realize the selected element. **Instructional Designer:** Instruct the Course Developer how to create the selected element in Blackboard. **Course Developer:** Utilizing a Blackboard tool, create an element placeholder.
3.3.3.3.Provide Element Instructions ❑ Are students instructed on how to start and correctly complete the element? ❑ Do the instructions motivate students? (answer the "why" question)	**Primary Document:** The Blackboard element.	**Purpose:** Utilizing Blackboard, create element instructions. **Instructional Designer:** Instruct the Course Developer how to use Blackboard to create instructions for students to successfully complete the selected element. Recommendation is that instructions tell students how to start and correctly complete the element, and provide student motivation. **Course Developer:** Utilizing Blackboard, create instructions for the element.
3.3.3.4.Complete Element Detail ❑ Do the element details provide a path for the student to accomplish the element purpose?	**Primary Document:** The Blackboard element.	**Purpose:** Complete the element in Blackboard. **Instructional Designer:** Instruct the Course Developer how to use Blackboard and other tools if appropriate to create and complete the element to the point where it is ready for students to access and work through. **Course Developer:** Utilizing Blackboard, provide everything needed for students to work through the element.
3.3.3.5.Reiterate 3.3.3 for Each Element	**Primary Document:** Each additional element in the Blackboard shell.	**Purpose:** To create and complete each element identified in the Module Plan.

Consultation Outline	Resources	Notes/References
		Instructional Designer: Instruct the Course Developer iterate through each element in the Module Plan and create and complete an associated element in the Blackboard shell. **Course Developer:** Utilizing Blackboard, create and complete each element outlined in the Module Plan.

3.3.4. Review Module Elements
❑ Are each of Gagne's Nine Events of Instruction represented in this module?
   1. Gain attention
   2. Stimulate recall of prior learning
   3. Objectives
   4. Present the content
   5. Provide learning guidance
   6. Elicit performance
   7. Provide feedback
   8. Assess performance
   9. Enhance retention
❑ Is there a good reason or rationale for combining and/or skipping specific events in this module?
❑ Are the module objectives assessed in this module? (Or is there appropriate course level assessment of the objective?)
	Primary Document: The module page.	**Theory:** Gagne's Nine Events of Instruction
		
		Purpose: Utilize Gagne's Nine Events of Instruction to ensure that the learning experience is thorough.
		
		Instructional Designer: Review the Module for each of Gagne's Nine Events to make sure that it is correct and complete. Recommend that the Course Developer have a reason or rationale when combining or skipping events. (i.e. combining or skipping is OK as long as there is a reason.)
		
		Course Developer: Review content against Gagne's Nine Events to help ensure learning thoroughness. Modify or create elements as appropriate. Provide a reason or rationale for combining and/or skipping events.

3.4 Course Concurrent Projects ❑ Are any concurrent projects (i.e. research paper, group projects, etc. that are not already created in the course modules) adequately addressed in course content? (Recommendation is a page similar to a module page.) ❑ How will students know when to start the project?	**Primary Document:** The course shell	**Purpose:** Ensure that any concurrent projects are adequately addressed. **Instructional Designer:** Assist the Course Developer in creating content which thoroughly addresses concurrent projects. Ensure that the various elements, including scaffolded assignments, used to meet project requirements are adequately addressed.

Consultation Outline	Resources	Notes/References
❑ Does the project require assignments that should be scaffolded throughout the semester? Will these assignments be set up within the existing modules or communicated with a different method? ❑ How will the instructor and students measure progress on a regular basis during the course? ❑ How will students know when and how to finish the project?		**Course Developer:** Create content in the Blackboard shell that adequately addresses concurrent projects.
3.5 Course Level Assessment and Grading ❑ Have all of the course level objectives been assessed? ❑ Are all graded elements adequately addressed in the gradebook?	**Primary Document:** The course shell	**Purpose:** Ensure that course level assessments are addressed and graded elements are tied back to the gradebook. **Instructional Designer:** Assist the Course Developer in creating any course level assessments, and make sure that all graded elements tie back to the gradebook. **Course Developer:** Make sure that any course level assessments are addressed, and that all graded elements tie back into the gradebook.
3.5.1 Grading ❑ Is the grade book set up to meet course instructor expectations? ❑ Are elements requiring manual gradebook entries noted? ❑ Is the grading for peer assignment elements set up correctly? ❑ Is the grading for peer assessment elements set up correctly? ❑ Is rubric grading set up correctly? ❑ Are grading options such as weighted grades understood and set up correctly?		
3.5.2 Exams		

Consultation Outline	Resources	Notes/References
❑ Are course level exams (those that are not already addressed in other modules) adequately addressed in course content? (recommendation is a separate page similar to a module page for assessments not already in a module) ❑ How will students know when and how to start and finish the exams?		
3.6 Course Entry ❑ How will students confirm that they are in the correct course? (Rubric standard is to display on the course homepage the course section and title as well as the instructor's name and preferred method of contact.) ❑ How will students know they are being taught by a real person and not a machine? (Rubric standard is a welcome message which presents the instructor as welcoming and approachable.) ❑ How will students know how to get started? (Recommendation is a "Getting Started" element or module.) ❑ How will students new to online be acclimated to online learning? (Recommendation is a short "How to take this course" section – also consider technology requirements.) ❑ How will students know the ground rules or expectations that the instructor has for communication (student-instructor and student-student)? (Recommendation is a short section on netiquette and/or instructor specific expectations).	**Primary Document:** The course shell	**Purpose:** Ensure that students know they are in the right course, that there is a real instructor leading the course, how to get started, and what are the ground-rules for communications and other course elements. **Instructional Designer:** Refer to the appropriate TLPDC Rubric elements. Assist the Course Developer in creating required elements on the homepage content and other content on the homepage or in a module (at the preference of the instructor.) **Course Developer:** Create elements on the homepage and welcome section in the Blackboard shell that adequately addresses course entry.

Consultation Outline	Resources	Notes/References
❑ Are there other course housekeeping elements of which students should be aware?		
3.7 Course Syllabus ❑ How will students be informed about policies, requirements, and procedures concerning this course? ❑ Is the syllabus linked on the course entry page and is that link accessible throughout the duration of the course? ❑ Is the syllabus clear and direct in verbiage? ❑ Does the syllabus contain a course outline per OP 32.06? ❑ Does the syllabus list the expected learning outcomes for the course per OP 32.06? ❑ Does the syllabus provide the criteria to be used in the course to determine grades per OP 32.06? ❑ Does the syllabus provide a statement of academic honesty per OP 34.12? ❑ Does the syllabus provide the required statement for special accommodation for students with disabilities found in OP 34.22? ❑ Does the syllabus provide a statement for student absence for observance of a religious holy day per OP 34.19?	**Primary Document:** The syllabus, the course shell	**Purpose:** Ensure that students are informed about key instructor, departmental, and institutional policies, requirements, and procedures concerning this course. **Instructional Designer:** Assist the Course Developer in creating the course syllabus, and providing a link to it in the course Blackboard shell. **Course Developer:** Make sure the syllabus includes the elements required by the TLPDC Rubric and TTU OP. Make the syllabus prominently available in the Blackboard course shell – preferably as a left-hand menu element.
3.8 Course Schedule ❑ How will students quickly find what they should be doing and when? ❑ How will students quickly find in one place due dates?	**Primary Document:** The course shell	**Purpose:** Ensure that students will be able to identify what they should be doing at any point of time during the course. **Instructional Designer:** Assist the Course Developer in creating a course schedule in an accessible format. Note that we recommend that course dates, including in the form of a course schedule, not appear in the syllabus so that the syllabus does not have to be updated each semester that it is used. Instead we recommend the

Consultation Outline	Resources	Notes/References
		required course outline without dates in the syllabus, and a course schedule with dates in the Blackboard shell. **Course Developer:** Create a course schedule in the Blackboard shell and provide alternative format(s).
3.9 Course Feedback ❑ Is there a method for students to provide feedback about the course? (i.e. a "Course Q&A discussion forum") ❑ Is the turn-around time explicitly stated in the course content that students may expect for feedback of formal and informal elements? (i.e. grades, course Q&A posts, etc.)	**Primary Document:** The course shell	**Purpose:** To ensure methods exist for course feedback. **Instructional Designer:** Assist Course Developer in creating elements in the course shell for students to provide informal feedback about the course. Also, elements that let students know what to expect in terms of turn-around time for feedback from the instructor – please note that it is recommended to provide turn-around times for each formal and informal communication with the instructor (i.e. for each assignment, general email contact, course Q&A forum post, etc.) **Course Developer:** Create an element in the course shell for students to provide informal feedback about the course. Clearly state in the course the turn-around time that students may expect for both formal and informal elements.
3.10 Course Support ❑ Is a link provided to TTU Blackboard Student Support? ❑ Is a link provided to TTU IT Services for Students? ❑ Is a link provided to TTU Current Students services and resources?	**Primary Document:** The course shell	**Purpose:** To ensure that students receive adequate technical and academic support during the course. **Instructional Designer:** Help the Course Developer create the specific links in the left-hand menu. **Course Developer:** Create the specified links in the left-hand menu.

4. REVIEW PHASE

How will I continue to continue to improve my teaching? How will I use the formal review feedback?

4.1. Course Entry *Are the following key items found on the first screen learners see when they access the course for the first time?*

Consultation Outline	Resources	Notes/References
4.1.1. (1.) Course and Instructor Information *How will learners know they are in the correct course?* ❑ Is the course title and section number provided on the course homepage for learners to see when they first login to the course? ❑ Is the instructor's name and preferred method of contact provided on the course homepage for learners to see when they first login to the course?	**Primary Document:** The Blackboard shell, *Modified 2012 TLPDC Online Course Design Rubric* **Handout:** *Modified 2012 TLPDC Online Course Design Rubric Checklist*	**Theory:** Requiring course content that appears in the Blackboard Shell to meet these standards has been shown to result in at least as good of student achievement of course objectives as in face-to-face courses. **Purpose:** To apply the rubric standards to the course content in the Blackboard shell and determine if the course content meets the standards or not. **Instructional Designer:** Review the course with the Course Developer and determine if the course content meets each standard or not. **Course Developer:** Review the course with the Instructional Designer and determine if the course content meets each standard or not.
4.1.2. (2.) Instructor's Welcome Message *How will learners know that there is there is an instructor in the course and are they approachable?* ❑ Has an Instructor biography and appropriate self-introduction been provided? ❑ Does the message present the instructor as approachable and engaged? ❑ Does the message come with an image of the instructor, or better yet, is the message in video format?		

Consultation Outline	Resources	Notes/References
4.1.3. (3.) Syllabus *How will learners be informed about key instructor, departmental, and institutional policies, requirements, and procedures concerning this course?* ❑ Is the syllabus linked on the course entry page and is that link accessible throughout the duration of the course? ❑ Is the syllabus clear and direct in verbiage? ❑ Does the syllabus contain a course outline per OP 32.06? ❑ Does the syllabus list the expected learning outcomes for the course per OP 32.06? ❑ Does the syllabus provide the criteria to be used in the course to determine grades per OP 32.06? ❑ Does the syllabus provide a statement of academic honesty per OP 34.12? ❑ Does the syllabus provide the required statement for special accommodation for students with disabilities found in OP 34.22? ❑ Does the syllabus provide a statement for student absence for observance of a religious holy day per OP 34.19?		
4.1.4. (4.) Learner/Student Support *How will learners get help?* ❑ Is a link provided to TTU Blackboard Student Support? ❑ Is a link provided to TTU IT Services for Students?		

Consultation Outline	Resources	Notes/References
❑ Is a link provided to TTU Current Students services and resources?		

4.2. Instructional Design *Do the methodologies used for course delivery meet the following standards?*

Consultation Outline	Resources	Notes/References
4.2.1. (5.) Module/Unit/Lesson Objectives *How will learners know what they will be able to know or do at the end of the module/lesson?* ❑ Are Objectives defined at the beginning of each module? ❑ Are the Objectives easily located and clearly stated? ❑ Are the objectives written from the student's perspective? ❑ Are the Objectives measurable? ❑ Do the objectives align with course objectives? ❑ Are the objectives appropriate for course level?		
4.2.2. (6.) Content/Instructional Material *Does the content/instructional material support high achievement of student learning?* ❑ Does the content and curriculum contribute to and align with course objectives? ❑ Are introductory or explanatory statements provided for all content? ❑ Is the content and curriculum complete as possible with the understanding that content may evolve throughout the semester?		

Consultation Outline	Resources	Notes/References
4.2.3. (7.) Inclusive Learning Environment *Can learners with a broad range of abilities effectively achieve the learning in the course?* ❑ Is the content designed to be inclusive and accommodate people with a broad range of abilities, disabilities, and other characteristics (i.e. age, reading abilities, learning styles, languages, cultures, etc.)?		
4.2.4. (8.) Organization *Can learners easily and quickly figure out what it will take to achieve the required learning?* ❑ Is the Navigation clear? ❑ Is the course content logically organized? ❑ Are links clearly designed and relevant to their destination?		
4.2.5. (9.) Deadlines *How will learners know course expectations and deadlines?* ❑ Are expectations clearly stated? ❑ Is the calendar, syllabus, and other information sued in past semesters updated with current dates and policies?		
4.2.6. (10.) Technology *Is the technology appropriate for course content?* ❑ Is the technology easily accessible to students? ❑ Does the technology support course and module objectives?		

Consultation Outline	Resources	Notes/References
4.2.7. (11.) Web Design *Are best practices utilized for displaying content?* ❑ Are links fully functional? ❑ Are Graphics and animations purposeful and effective? (i.e. depict ideas, theories, concepts, and are not merely for decoration or space holding.)		

4.3. Evaluation/Assessment *Do course evaluation, activities, assignments, and/or exams used to assess student's progress meet the following standards?*

Consultation Outline	Resources	Notes/References
4.3.1. (12.) Student Feedback *How will learners provide informal feedback about the course?* ❑ Are students given an opportunity to provide feedback on the course through discussion boards or other informal formats?		
4.3.2. (13.) Student Assessment *How will you effectively assess learner achievement?* ❑ Are instructions for assignments explicit and clear? ❑ Do assessment methods encourage academic integrity?		
4.3.3. (14.) Grading *How long should learners expect to wait to receive their grades and feedback?* ❑ Is the turn-around time for grading addressed?		

Consultation Outline	Resources	Notes/References
4.3.4. (15.) Alignment of Assessments with Course and Module Objectives *Do the assessments adequately address the course and module objectives?* ❑ Do assessments measure the stated course and module objectives?		

4.4. Interaction, Engagement and Communication

Consultation Outline	Resources	Notes/References
4.4.1. (16.) Student Interaction with Content, Instructor, and Other Students *How will learners interact with course content, other students, and the instructor?* ❑ Are students asked to complete course activities and assignments (student-content interaction)? ❑ Do student activities encourage interaction between students (student-student interaction)? ❑ Are students encouraged to contact the instructor via multiple types of communication (student-instructor interaction)?		

4.5. Accessibility

Consultation Outline	Resources	Notes/References
4.5.1. (17.) All Files *Are documents in the course accessible?* ❑ Are documents and files provided in an easily accessible format and are scanned		

Consultation Outline	Resources	Notes/References
documents scanned using optical character recognition (OCR)?		
4.5.2. (18.) Graphics, Video, and Technology *Are graphics, video, and technology accessible?* ❑ Do graphics and images contain alt tags where appropriate, enabling a screen reader to audibly describe the image to students with visual impairment? ❑ Are video, audio, and animations transcribed? ❑ Do videos have synchronized closed captions?		
4.5.3. (19.) Color *Is color used appropriately?* ❑ Color is not exclusively used to emphasize a point or identify an item?		

4.6. Copyright *Is the course copyright compliant?*

Consultation Outline	Resources	Notes/References
4.6.1. (20.) General *Is the content generally copyright compliant?* ❑ Is credit given to authors of published or copyrighted material?		
4.6.2. (21.) Video *Are videos copyright compliant?* ❑ Are video clips and not full-length movies used?		

References

Dick, W., Carey, L., & Carey, J. O. (2005). *The systematic design of instruction.* Boston, MA: Pearson, Allyn and Bacon.

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design.* Forth Worth, TX: Harcourt Brace Jovanovich College Publishers.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2-3), 87-105.

Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional-design theories and model: An overview of their current status* (pp. 383-434). Hillsdale, NJ: Lawrence Erlbaum Associates.

Merrill, M. D. (2009). First principles of instruction. In C. M. Reigeluth & A. A. Carr-Chellman (Eds.), *Instructional-design theories and models: Building a common knowledge base* (pp. 41-56). New York, NY: Taylor & Francis.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2007). *Designing effective instruction*. Hoboken, NJ: John Wiley & Sons. ISBN13: 978-0-470-07426-8

Reigeluth, C. M., & Keller, J. B. (2009). Understanding instruction. In C. M. Reigeluth & A. A. Carr-Chellman (Eds.), *Instructional-design theories and models: Building a common knowledge base* (pp. 27-39). New York, NY: Taylor & Francis.