

# DESIGN PROCESS OVERVIEW



# What's Included

- Desired Outcomes For Today
- Aligning Our Vision
- Analysis and Potential Gaps
- Opportunities to Add Value
  - Outcomes and Objectives
  - Assessments
  - Instructional Activities
- Questions and Discussion

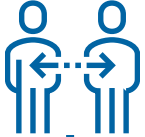


# DESIRED OUTCOMES FOR TODAY

- Align on our shared vision of an ideal learning experience (Point B).
- Share our understanding of the current state (Point A).
- Articulate opportunities to add value in the design process, and our roles in doing so (Point A → Point B).
  - Focus on opportunities to incorporate forward-thinking research, tools, and best practices, learning science, and continue to align with current industry and academic standards in instructional design.
  - Highlight opportunities to continually improve our learning experiences (that are currently stable and effective).

# **ALIGNING OUR VISION**

# ROLES – PARTNERSHIP TO SUPPORT THE STUDENT



## Roles

- SMEs + ISDs come together for the student.
- We wear many hats (execution + design).

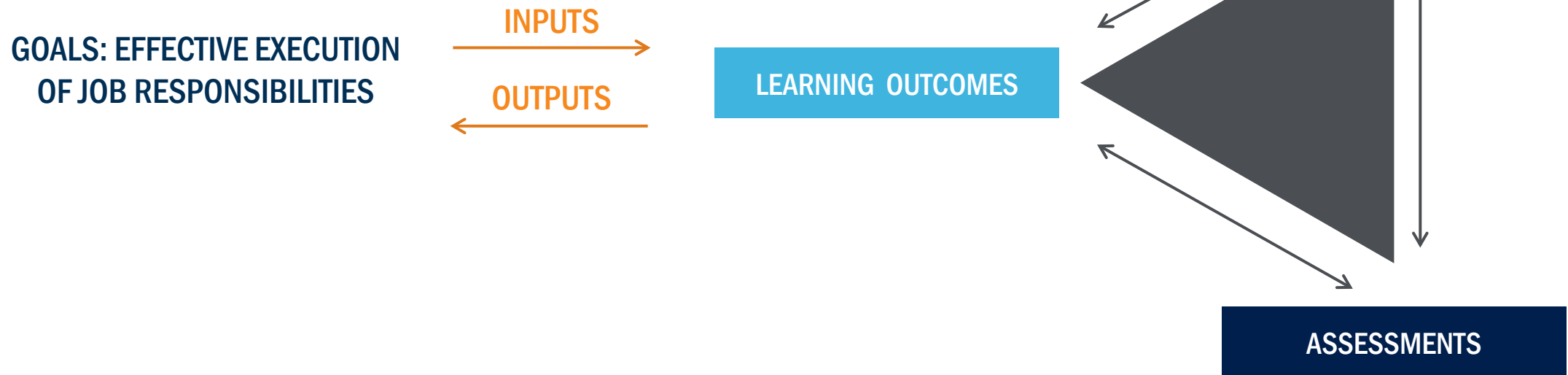


## ISD Toolbox

- Adult Learning Models
- ADDIE/Agile
- Analysis (e.g. Audience, Needs, etc.)
- Evaluation Methodologies
- ACE (American Council on Education) Rubrics (ideal)
- Etc.

# COMPETENCIES/JOB TASKS $\Leftrightarrow$ OUTCOMES

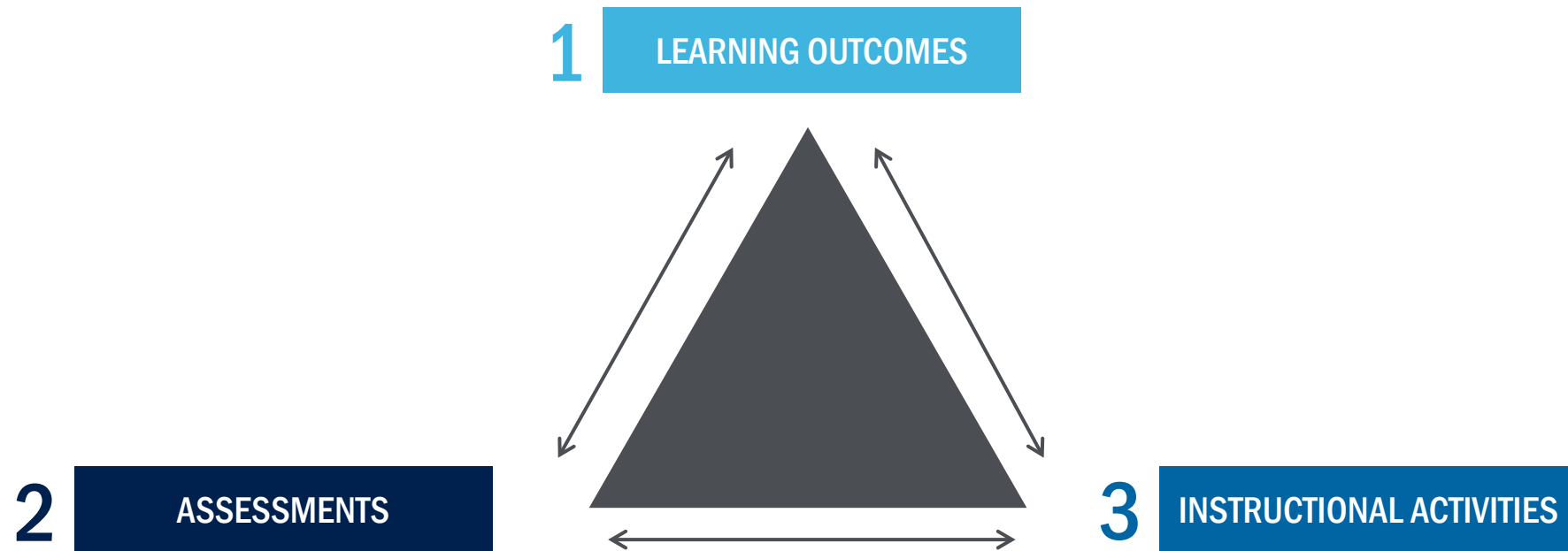
- Job tasks
- Competencies
- Analysis of Job Task, audience(s), etc.
- Nesting of stuff



Course Goals  $\Leftrightarrow$  Learning Outcomes  $\Leftrightarrow$  Assessments  $\Leftrightarrow$  Instructional Activities

# A BALANCED LEARNING EXPERIENCE

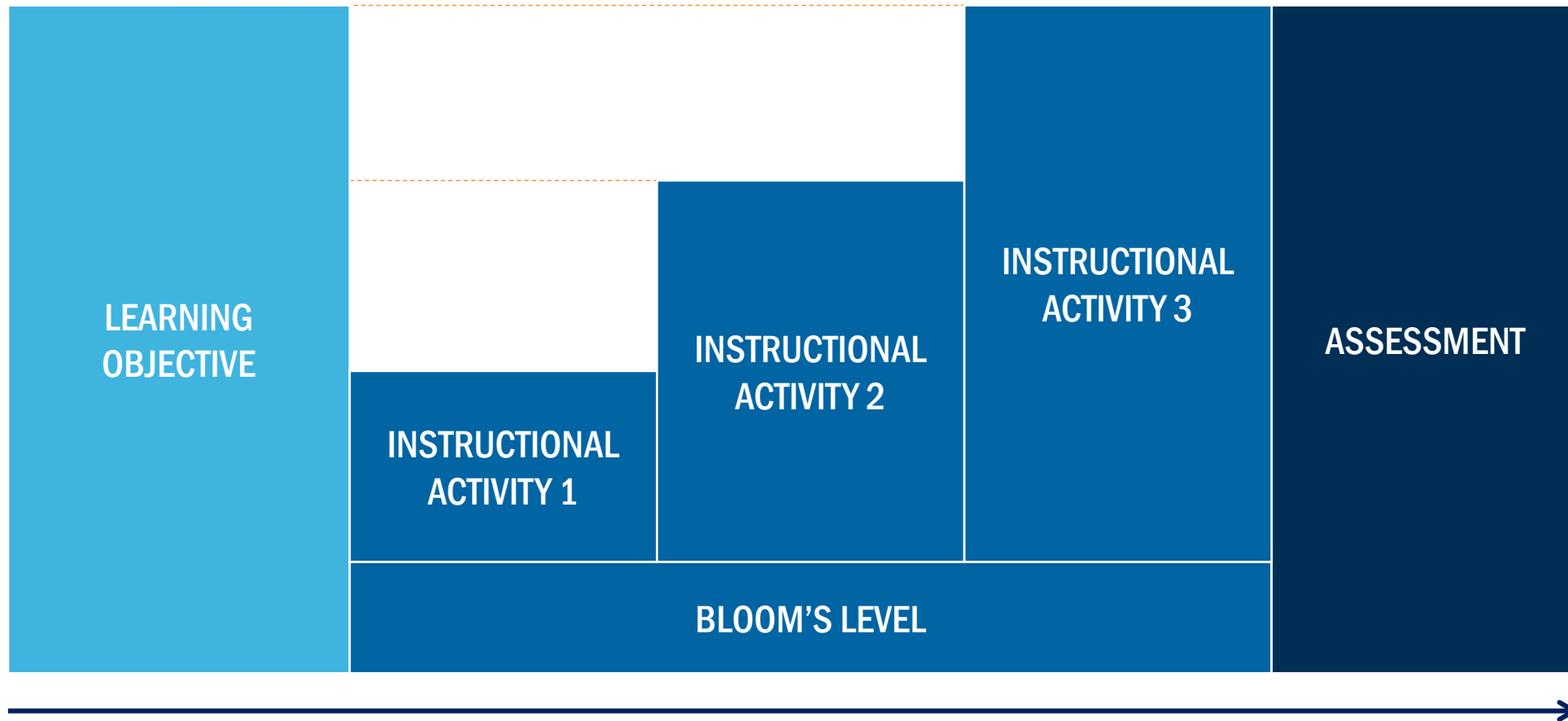
- Backward design approach
- Alignment between...



Course Goals ↔ Learning Outcomes ↔ Assessments ↔ Instructional Activities

# A BALANCED LEARNING EXPERIENCE

- Bridging/Scaffolding for...

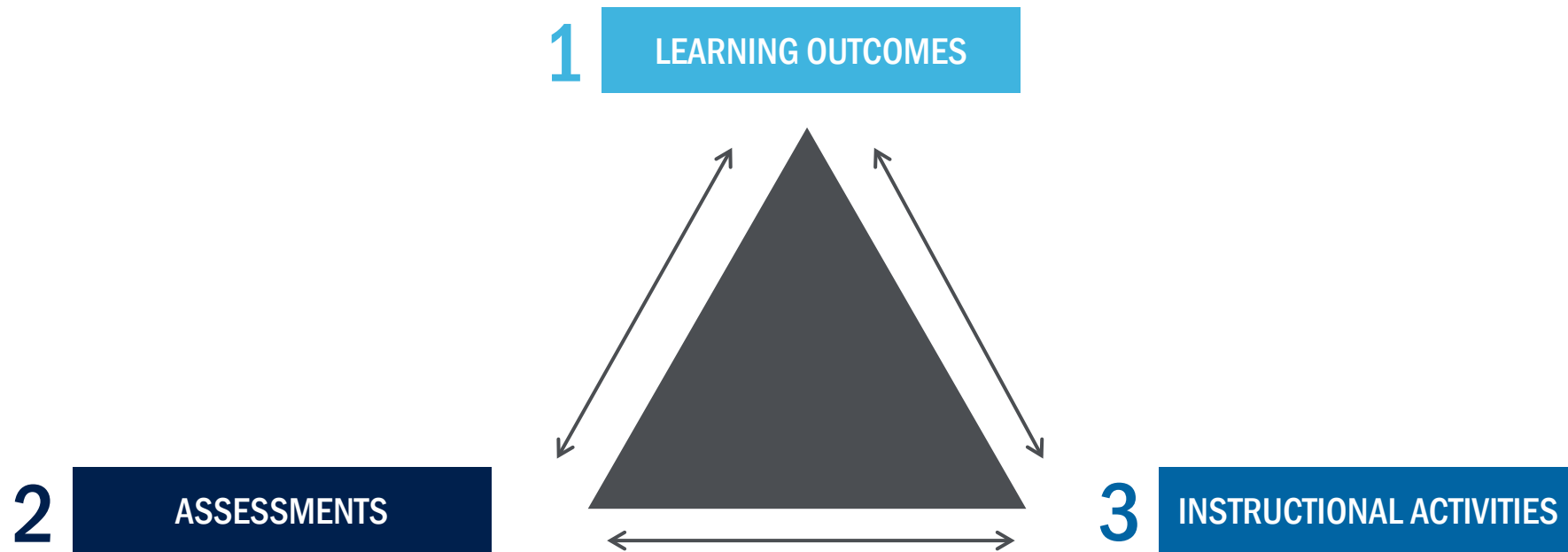




# **ANALYSIS AND POTENTIAL GAPS**

# STUDENT-FOCUSED – 3 COMPONENTS OF COURSE

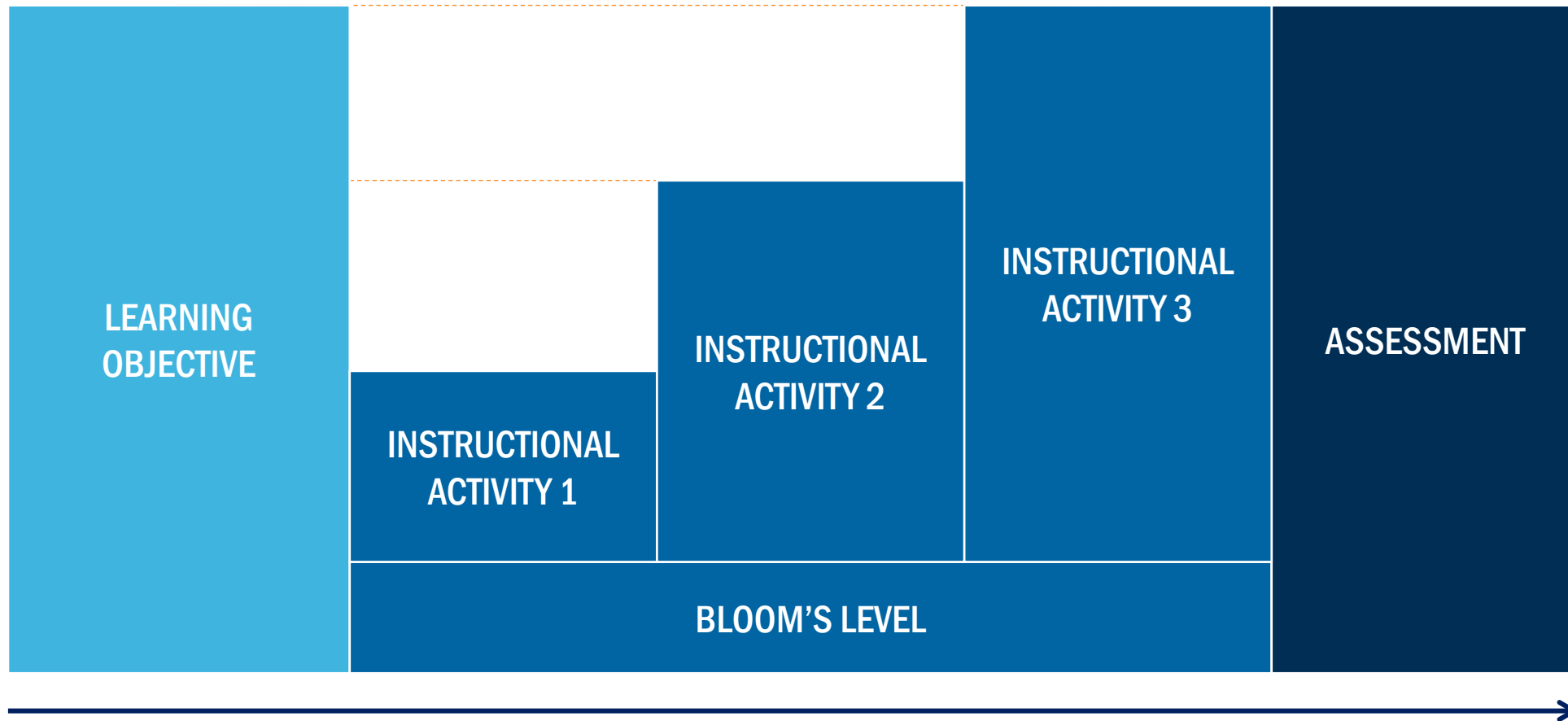
- Analysis of the 3 components of any course



Course Goals ↔ Learning Outcomes ↔ Assessments ↔ Instructional Activities

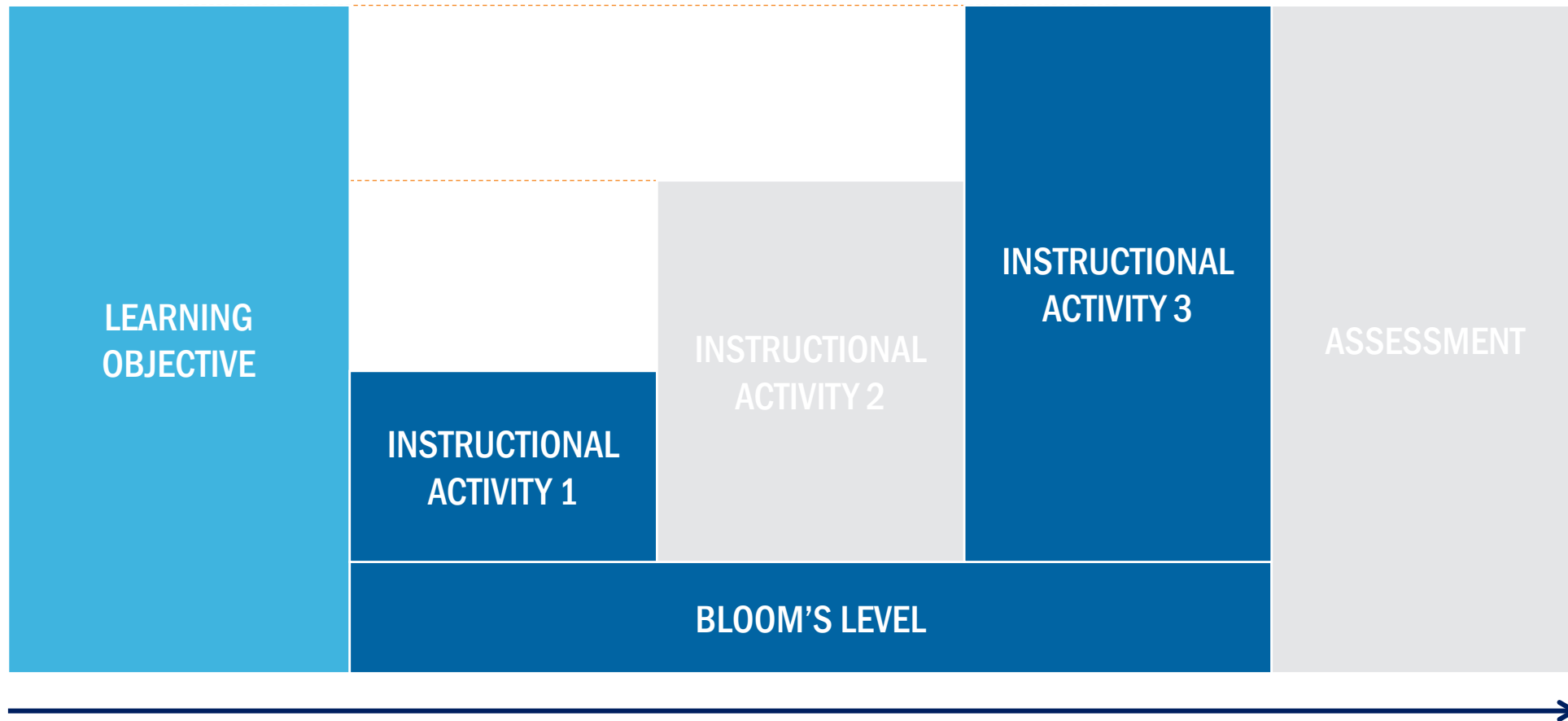
# STUDENT-FOCUSED – WALK UP THE BLOOM'S

- Analysis of how we bridge to the desired Bloom's level



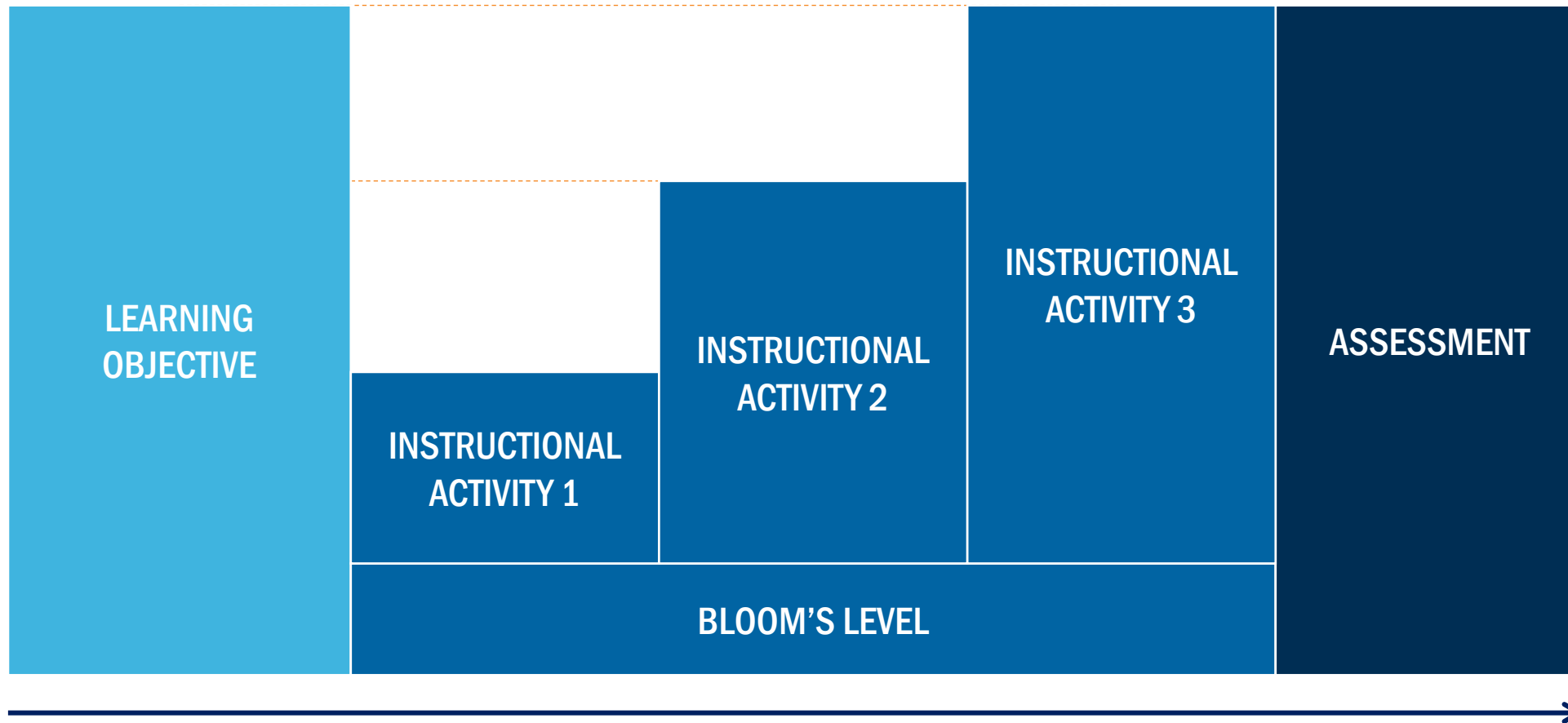
# GAP IDENTIFICATION EXAMPLE

- Where is the gap?



# STUDENT-FOCUSED – WALK UP THE BLOOM'S

- Analysis of how we bridge to the desired Bloom's level



**OPPORTUNITIES TO CONTINUE MOVING THE  
NEEDLE FORWARD**

# POTENTIAL OPPORTUNITIES: LEARNING OUTCOMES



Map job tasks to competencies.



Complete an appropriate audience analysis of job tasks.



Write learning objectives based on competencies.

- Use **existing and approved** competencies.



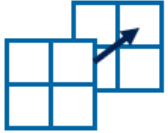
Organize objectives so that they align with relevant Bloom's Levels.

- Utilize Curriculum Mapping.



Conduct Data Analytics.

# POTENTIAL OPPORTUNITIES: ASSESSMENTS



Compile an assessment bank along with the objective types they are used to measure.



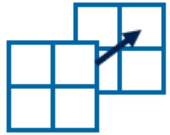
Create rubrics for activities.



Generate data collection and analysis to inform future iterations of the learning experience.



# POTENTIAL OPPORTUNITIES: INSTRUCTIONAL ACTIVITIES



Create a list of current instructional activity toolbox along with the content types they are used to instruct.

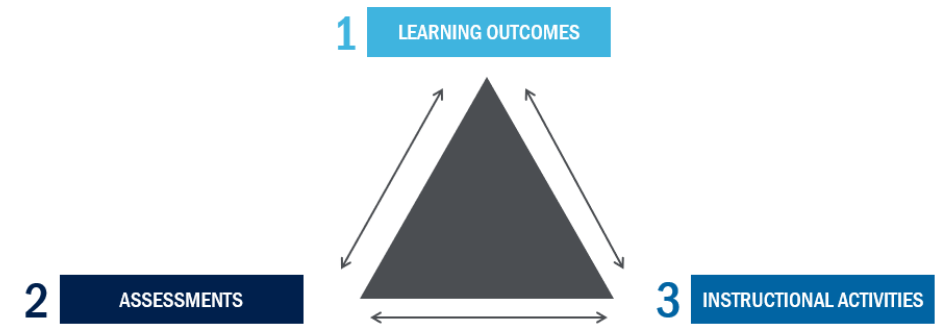


Use learning objectives and audience analysis results to inform:

- Modality of content (e.g., could this be a reading assignment?)
- Emphasis of content



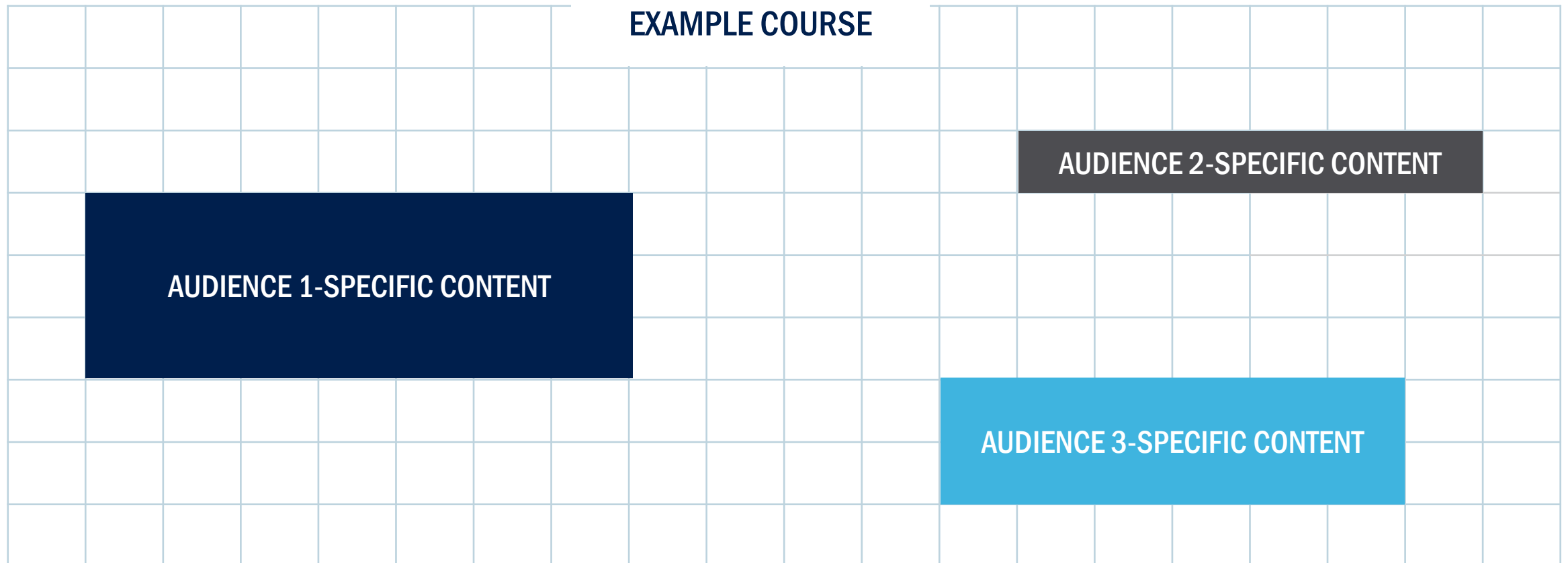
Continue providing additional resources for the latest and greatest instructional methods (e.g., Harvard, CMU – Eberly, LinkedIn Learning).



**POTENTIAL OPPORTUNITIES:  
FUTURE STATE**

# CURRENT EXAMPLE COURSE

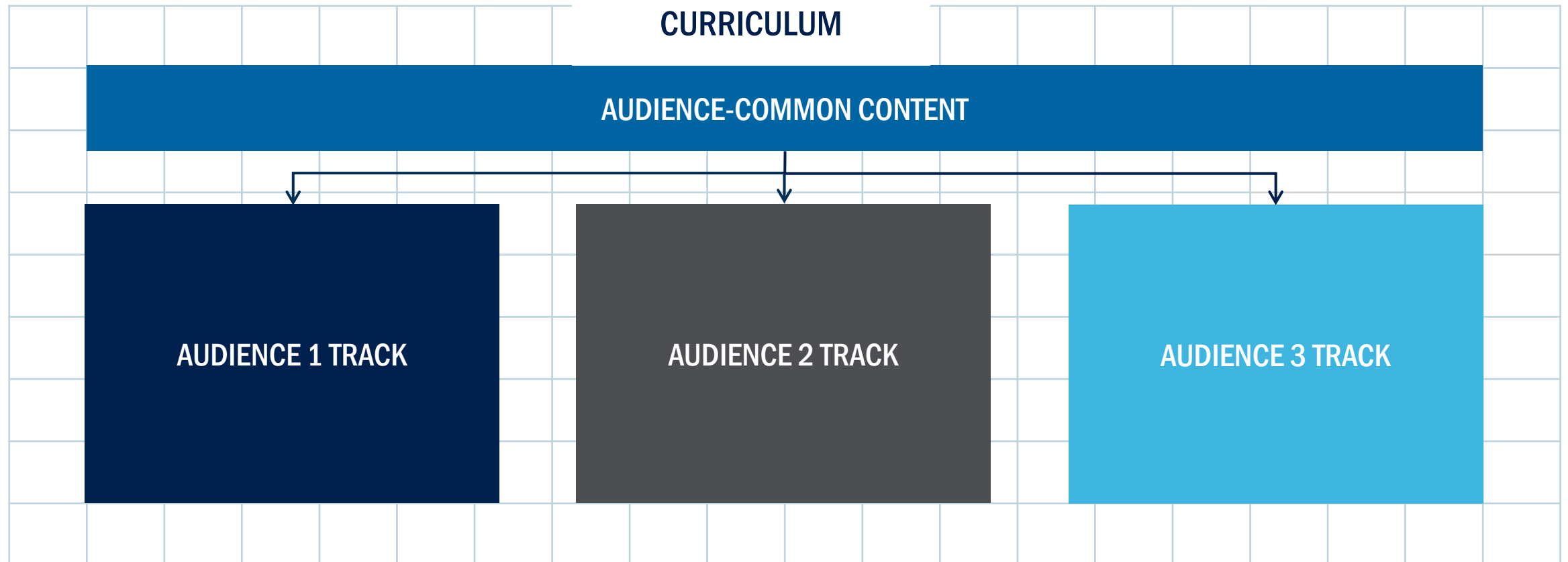
A single course, with audiences who are exposed to information extraneous to their specific role:



\*Generic audiences are used to illustrate the concept

# WHAT WE PROPOSE: FUTURE STATE

Role-specific curriculum:



\*Generic audiences are used to illustrate the concept

# QUESTIONS AND DISCUSSION