

Erika Lisi
ETEC 650 – Fundamentals of Instructional Design

NEEDS ASSESSMENT – DESIGN PHASE
Preparing a Syllabus (Course Outline)

PART 1 – DESCRIPTION OF THE PROJECT

With a high turnover rate for non-tenure track faculty at LaFortune University, helping new faculty adjust to a higher educational learning environment is the intention of a year-long orientation program. New lecturers and clinical professors with little experience teaching in university settings will be prepared to craft a course outline that includes all components and key information pertaining to the overall curriculum of a course. Welcoming new faculty members requires lecturers understand how to develop course objectives and assessment tasks conducive to learning prior to the commencement of every semester.

PART 2 – MEDIUM & FORMAT/GENRE

SELF-STUDY FORMAT:

Allowing the intended learners to access the training session at their own leisure with an online tutorial being showcased is the type of format that is best suited for the instructional program. Choosing this type of format involves a step-by-step online video tutorial with visual elements and explanations on how to structure an outline along with indicating the essential components. Learning at one's own pace allows the new lecturer to take the initiative in improving their skills while having the ability to access the session at any time.

The self-study format also allows for lecture-based instruction to take place and reduces expenses and travel time for both the instructor and new faculty members. The session can also be replayed and repeated for new lecturers to consult.

COMMUNICATION MEDIUM – ONLINE:

With the instructional designer conducting the session, delivering the training session online allows for information to be relayed orally with a video displaying text and images in the form of a slideshow presentation. The learners will be able to pause the video at any time to record notes. This is referred to as asynchronous learning where a learner and instructor are not online at the same time.

Advantages of Asynchronous Learning:

- Learners determine when and how they access the training program
- Tailor the session to specific material and ideas

- Self-directed learning
- Cost effective
- Easily accessible
- Ability to re-watch the session in order to facilitate understanding

Disadvantages of Asynchronous Learning:

- Lack of interactive component(s)/interaction
- No collaboration or instant feedback
- Difficult for learners who enjoy face-to-face instruction
- Limited access to multimedia devices and platforms
- Time consuming to develop training session
- Instructor not readily available to answer questions or concerns

PART 3 – INSTRUCTIONAL APPROACH

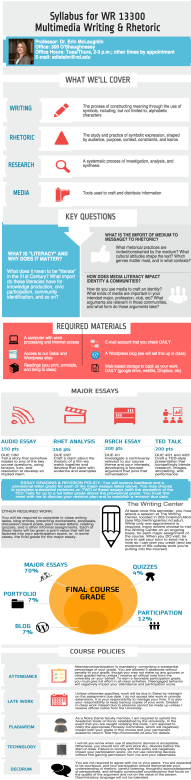
The year-long orientation program aims to provide non-tenure track faculty members of LaFortune University with the expertise and tools to ease their transition to university teaching. Ensuring that new lecturers and clinical professors remain within the university, the purpose of this asynchronous training session is to engage new faculty in practices that cater to students' overall learning process. Choosing a self-study, asynchronous approach to be delivered through the Moodle system is feasible since numerous higher educational institutions use the portal. With the session focusing primarily on a classical approach teaching strategy, presenting the material involves establishing learning objectives and what learners will be expected to know by the end of the training session. This approach relays information to reinforce material while the self-study format of the training session fosters independent learning.

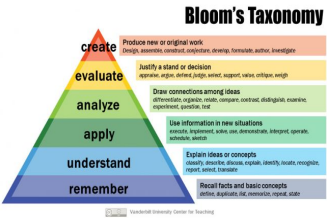
STRUCTURE OF THE PROGRAM:

<p>Description of Target Audience</p>	<p>New full-time faculty members which include non-tenure track lecturers and clinical professors possessing different skillsets, educational backgrounds and professional experience will be participating in the online training session.</p> <ul style="list-style-type: none"> • Some new faculty members have background in teaching in continuing education • Some new faculty members have background in corporate training settings • Close to no new faculty members have previous experience teaching in higher education settings <p><u>Current situation:</u> LaFortune University does not provide enough guidance and support to new lecturers and many are unfamiliar with higher education learning environments and university teaching.</p>
<p>Objectives for Audience</p>	<p>By the end of the online training program:</p> <ul style="list-style-type: none"> • New faculty members will be able to provide a clear framework when creating a course syllabus regarding the expectations, objectives and overall curriculum of a course to ensure students meet the requirements to achieve academic success. <p>Upon completion of the online training session, new lecturers will be able to:</p> <ul style="list-style-type: none"> • Devise learning objectives within a higher education context • Read grading ranges and criteria imperative to student success • Arrange an organized format of a course outline (headings, tables, charts, etc.) • Analyze course material to create course assessments
<p>Session Opening</p>	<p>In the asynchronous training session, start off by congratulating new faculty members of LaFortune University!</p> <ul style="list-style-type: none"> ➤ Set up a YES/NO poll to inquire whether learners are frustrated or overwhelmed with the process of creating a course syllabus.

Audience Title: Full-time, non-tenure track faculty members

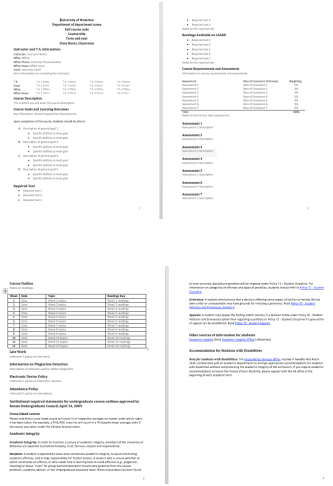
Overall Objective: Create, design and structure a course syllabus containing course description, objectives, methodology and university policies in an organized and clear manner to communicate to students.

	Objective	Content	Front and Back Matter & Activities	References	Materials	# of Slides	Time
START	Engage the audience.	<p>Infographic example of a course syllabus structure:</p> 	<p><u>Instructional strategy:</u> Classical approach</p> <p>Present sequence of session:</p> <ul style="list-style-type: none"> • Introduce self • Title page/slide describing training program/session • Structure of the course • Objectives to be achieved • Downloadable workbook containing instructions and descriptions. <p><u>Activity:</u> Engage audience by incorporating an infographic (visual). Encourage them to create their own “roadmap” to guide them in creating a course outline.</p>	<p>https://piktochart.com/blog/create-infographic-syllabus-piktochart/</p>	<ul style="list-style-type: none"> - Electronic device(s) - Headphones/ Earbuds - Internet connection - Computer software to view multimedia content (i.e. Flash player plug-in) 	3	6 minutes

<p>CONDUCT</p>	<p>Devise learning objectives within a higher education context</p>	<p>List of measurable terms to write learning objectives</p> <p>Bloom's Taxonomy Diagram:</p>  <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> create (orange): Produce new or original work. Verbs: design, evaluate, construct, collect, develop, formulate, author, investigate. evaluate (yellow): Justify a stand or decision. Verbs: evaluate, argue, defend, defend, support, justify, weigh. analyze (green): Draw connections among ideas. Verbs: differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test. apply (light green): Use information in new situations. Verbs: execute, implement, solve, use, demonstrate, interpret, operate, substitute, use. understand (blue): Explain ideas or concepts. Verbs: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate. remember (dark blue): Recall facts and basic concepts. Verbs: define, describe, list, memorize, repeat, state. 	<p>Instructional strategy:</p> <p>Classical approach</p> <ul style="list-style-type: none"> • Present the definition and relevance of Bloom's taxonomy • Show hierarchy of steps to potentially follow • Describe and list some measurable action verbs <p><u>Activity:</u> Audience should pause the video to critically think about what they would like students to achieve.</p> <p>In an online forum, learners are to share ideas and brainstorm:</p> <ol style="list-style-type: none"> 1) What will an intended course introduce students to? 2) How can students develop skills or awareness in a course? 	<p>https://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.cxm</p> <p>https://wp0.vanderbilt.edu/cft/guides-sub-pages/blooms-taxonomy/</p>	<p>None</p>	<p>3</p>	<p>6 minutes</p>
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	<p>Read grading ranges and criteria imperative to student success</p>	<p>Indicate numerical grades are often converted to letter grades at the end of the course in accordance to the table.</p> <p>Grading criteria:</p> <table border="1"> <tr> <td>(A+, A, A-) Grades</td> <td>OUTSTANDING</td> </tr> <tr> <td>(B+, B, B-) Grades</td> <td>VERY GOOD</td> </tr> <tr> <td>(C+, C, C-) Grades</td> <td>SATISFACTORY</td> </tr> <tr> <td>(D+, D, D-) Grades</td> <td>MARGINAL</td> </tr> <tr> <td>F (below 50%)</td> <td>FAIL</td> </tr> </table> <p>*Use assessment rubric and grading criteria when evaluating student progress and performance.</p>	(A+, A, A-) Grades	OUTSTANDING	(B+, B, B-) Grades	VERY GOOD	(C+, C, C-) Grades	SATISFACTORY	(D+, D, D-) Grades	MARGINAL	F (below 50%)	FAIL	<p><u>Instructional strategy:</u> Classical approach</p> <ul style="list-style-type: none"> Present competencies and skills students are expected to achieve with learning objectives established Present standard numerical grading (i.e. 50%-100%) Present standard letter grade range (i.e. A+ to F) Describe how assessment tasks weighted differently contribute to overall grade <p><u>Activity:</u> Pre-test to identify pre-requisite knowledge regarding grading schemes.</p> <ul style="list-style-type: none"> ➤ A document containing sample questions in multiple choice format will be accessible. 	None	None	2	3 minutes
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	Analyze course material to create course assessments	Indicate drawing from any prior knowledge of a topic and synthesizing information	<p><u>Instructional strategy:</u> Classical approach</p> <ul style="list-style-type: none"> Depending on the topic and subject matter of the course, identify and list: course text, supplementary readings, instructional materials Indicate drawing from any prior knowledge of a topic and synthesizing information Communicate with experienced tenure-track professors or faculty who have taught a course for information Align assessments with principal objectives <p><u>Activity/Initiative:</u> Inquire about LaFortune University's bookstore to the department you belong to for resources.</p>	None	None	2	4 minutes										
		<p>Table with a following set of questions to choose appropriate material:</p> <table border="1"> <tr> <td>Are there any pre-requisite skills to achieve?</td> <td>Yes/No</td> </tr> <tr> <td>Assessment tool preferences: (<i>assignments, exams, projects, presentations?</i>)</td> <td>Yes/No</td> </tr> <tr> <td>Does material encourage critical thinking?</td> <td>Yes/No</td> </tr> <tr> <td>Is asynchronous or synchronous learning transpiring?</td> <td>Yes/No</td> </tr> <tr> <td>Can students use resources beyond a course text/supplemental readings?</td> <td>Yes/No</td> </tr> </table>						Are there any pre-requisite skills to achieve?	Yes/No	Assessment tool preferences: (<i>assignments, exams, projects, presentations?</i>)	Yes/No	Does material encourage critical thinking?	Yes/No	Is asynchronous or synchronous learning transpiring?	Yes/No	Can students use resources beyond a course text/supplemental readings?	Yes/No
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	<p>Arrange an organized format of a course outline (headings, tables, charts, etc.)</p>	<p><u>Layout template:</u></p> 	<p><u>Instructional strategy:</u> Classical approach</p> <p><u>Appeal of the syllabus:</u></p> <ul style="list-style-type: none"> • Headings • Charts/tables • Simple font style • Section breaks <p><u>Activity:</u> Audience are to consult the collaboration medium forum in reference to organized and disorganized typed documents.</p> <ul style="list-style-type: none"> ➤ List do's and don't's! <p>After the outline is complete:</p> <ul style="list-style-type: none"> ➤ Proofread/review ➤ <i>Indicate the outline is subject to change at any point in time!</i> 	<p>https://cws.auburn.edu/shared/content/files/2377/Example%20using%20Headers%20in%20Microsoft%20Word%20to%20Improve%20the%20Accessibility%20of%20your%20Syllabus.pdf</p>	<p>Microsoft Office software: ➤ Microsoft Word</p>	<p>3</p>	<p>6 minutes</p>
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References

- Auburn University. (n.d.) *Accessible Syllabus Header Layout Example*. Retrieved from <https://cws.auburn.edu/cws>
- Clinton Community College. (2017). *List of Measurable Verbs Used to Assess Learning Outcomes*. Retrieved from <https://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.xml>
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