
RE-DESIGN PROCESS OUTLINE

Sources: Garrison, Appendix 3 (<http://tinyurl.com/2f85ya9>), ELI Design document mapping activity (<http://tinyurl.com/2a4njoX>), Fink Redesign Guide for Hybrid Delivery – Educause (<http://tinyurl.com/2a4twbq>), Course Development Plan handout (from Jon) (http://www.csus.edu/indiv/r/rangem/course_dev_plan-JK.doc)

1. Analysis

- a. Review current course material (in the process making it “healthy”)
 - i. Identify the “big picture” (current course goals/objectives) [Resource: healthy course checklist]
 - ii. Create revision plan for current material, based on review [Resource: healthy course checklist]
 - iii. Create an inventory of current course elements (learning activities, assessments, resources) [Resource: Jon’s course development plan draft]
- b. Identify elements that you know you want to preserve or change in your current course [Resource: Jon’s eLearning II brainstorming draft]
- c. List “Situational factors” for current course: teaching/learning context (student demographics, class size, class level, length of meetings, physical elements of the learning environment); nature of subject; life situation of learners; characteristics of you, the teacher. [Resource: Fink material]

2. Design

- a. “Chunk” content [Resources: existing worksheets from Jon – need to update if need]
 - i. Break your course goal down into 4-7 primary topics or skills
 - a. From your topics, create subtopics
 - b. From your topics, create course-level, measurable objectives
 - c. From your subtopics, create unit or module-level, measurable objectives
 - ii. Group your module-level objectives into deliverable “modules”. Each module should be able to be consumed within a short period of time and modules should build upon one other. Typically, you’ll have anywhere from 4-7 modules. Modules might span 2-3 weeks each. [Resource: worksheet from Jon, & possibly use Fink – Educause material as well]
- b. Pick ONE module that might be most conducive to a blended environment. Start developing a structure that could be used as a model across your remaining modules.
 - i. Using a castle-top model, [Resource: use Fink model – develop worksheet; in addition, include space to brainstorm questions for further dev.]
 - a. **Existing content for initial structure:** start development by picking “pieces” out of your current inventory (learning activities (incl. lecture mat.), assessment, resources).
 - * What pieces need to be F2F?
 - * Which pieces can go online?
 - * Which pieces are you unsure about?
 - * Format of existing content?
 - * What pieces might need to be re-purposed for the online environment?
 - * Potential accessibility or copyright issues?
 - b. **Learning Activities:** of what you have, can any be used to integrate F2F and TOC components? (i.e. a class discussion, iMeet session) [thought – here especially (or at some point prior), folks need to see examples of different strategies/methods]

- * Do you need to develop any new F2F or online activities that will integrate your components? If so, what do you envision at this time?
- * NOTE: Be general – don’t think about how activities will be developed – just state what you want the activity to achieve.
- c. **Assessment:** of what you have, what could you use to assess your integrated learning activities?
 - * What gaps do you see? What F2F or online assessments do you feel need to be developed?
 - * NOTE: Be general – don’t think about how assessment will be developed – just state what you want the activity to achieve.
- d. **Resources** (supplementary handouts) [Resource: [course content planning guide from Jon – need to repurpose](#)]
 - * Looking at your potential new module structure, are there new F2F or online resources for your students that need to be located or developed?
- ii. Re-Assess Module Draft (an on-going process!) [Resource: [need to develop](#)]
 - a. Assessment
 - * Do you feel that all of your components are integrated?
 - * Do all of your components support your module objectives?
 - * Do you feel that this module is a building block for the module that will follow? Builds on previous material? ([may be too early](#))
 - * Elements to preserve/change & situational factors: Considering 1.b and 1.c – does your module draft fit?
 - * Determine the percent of time between the F2F and online components of your course. Are you satisfied with it? All things considered, would the breakdown work for you & your students?
 - b. Peer review of module draft.
 - c. Modify/reassess module if needed (based on all feedback & analysis)
- c. Design your remaining modules following the process above (2b.), using your draft as a loose template. [Resource: [Fink model & “Sequence of Learning Activities” worksheet, also from Fink material](#)]
 - i. For each module, identify the following [Resource: [Jon’s worksheet...](#)]
 - a. Existing content (F2F or online?)
 - b. Content to be developed (F2F or online?)
 - c. Questions or concerns about content
- d. Assess modules as a whole (using 2.b.ii)
 - i. Ask yourself: “What could go wrong?” Analyze and assess your “first draft” of your course. Check for possible problems (will students have time to complete online assignments, etc)
- e. Modify/re-assess if needed (based on analysis)

3. **Development (per your development plan) [need to flesh out]**
- a. Determine how you will structure your course.
 - i. SacCT?
 - ii. Faculty Web site? (support limited)
 - iii. Social networking sites (support limited)
 - b. Develop modules using SacCT
 - i. Update existing content if needed
 - ii. Develop new activities as needed
 - iii. Develop new assessments as needed
 - iv. Implement/develop new resources, if needed
 - c. Update/develop your grading system
 - d. Update/develop syllabus
 - e. Develop formative assessments to evaluate the course itself as well as your own teaching. You can collect feedback throughout the semester as well as at the end. Among others, consider specific issues such as the degree to which your course goals were achieved, effectiveness of learning activities, and your ability to interact effectively with students.