



LAFORTUNE UNIVERSITY

# **COURSE OUTLINE**

## **MADE SIMPLE**

**HIGH LEVEL DESIGN**

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# TABLE OF CONTENTS

BACKGROUND.....	3
PERFORMANCE OBJECTIVES.....	4
ROADMAP.....	5
Saved by the Job Aid!.....	6
What Do You Think?.....	7
Source for Course Talk.....	8
Work Smart.....	9
Click the Avatar.....	10
F.A.Q. For You.....	11
Lead by Example.....	12
Less is More.....	13

# BACKGROUND

This performance improvement campaign is focused on informing newly hired non-tenure track faculty in preparing a course outline for students prior to a first class session. Since new lecturers are not completely adept in performing this task, this high-level design aims to overcome barriers and propose interventions for main and secondary performers. The main performers will be provided with direction on how to relay information effectively to students. Undergraduate students and faculty development specialists are the secondary performers in the performance improvement campaign and will be provided with instruction on how to acknowledge course guidelines inside and outside of classroom settings.

While main performers (newly hired non-tenure track) have performed adequately to meet expectations in preparing a course outline, the goal of the high-level design addresses performance levels further. This next step in the campaign targets what will play a role to increase performance and engagement levels and proposes methods to reach success. Additionally, the business objective of the campaign involves containing expenses by further reducing turnover rate of newly hired non-tenure track faculty at LaFortune University. Upon completion of the performance needs assessment and revising performance objectives, non-instructional interventions will be used to communicate strategies in order to enhance performance of new lecturers that are the central focus of this high-level design.

# PERFORMANCE OBJECTIVES

## **Newly hired non-tenure track faculty**

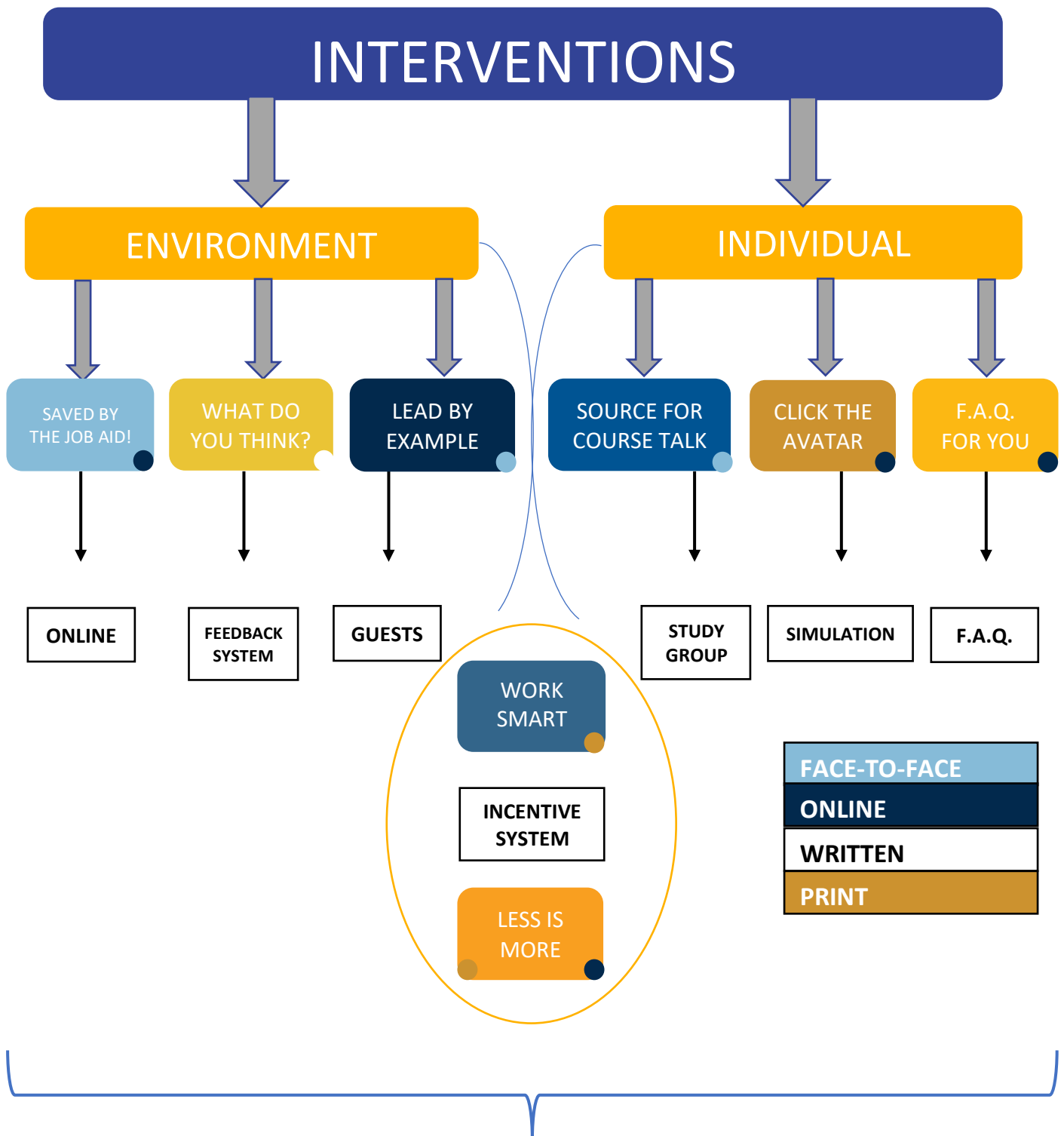
- 1) Given a course outline template, new lecturers will plan course activities to convey the general idea and subject matter of the course
- 2) Given instructional training resources, new lecturers determine how to divide sections of the course outline to enhance the course syllabus design
- 3) Given written communication, new lecturers develop a weekly course schedule for the duration of the semester for students to consult
- 4) Given a course unit, new lecturers determine evaluation criteria consistent with learning objectives
- 5) Given time constraints, new lecturers devise effective time management strategies to increase productivity to maximize efforts when creating a course outline

## **Undergraduate students**

- 1) Given the detailed description of components for a course in the outline, undergraduate students will be able to identify the overarching theme of a course
- 2) Given the course outline learning objectives enlisted, undergraduate students will be able to apply foundational knowledge to their real-life experiences

## **Faculty Development Specialists**

- 1) Given a typed, completed learning needs assessment, faculty development specialists will be able to transmit this information to a course outline instructional program design
- 2) Given the support needed for non-tenure track faculty, faculty development specialists will generate reminder emails to be sent to new lecturers regarding reviewing material monthly to refresh performance levels



### PERFORMANCE OBJECTIVE:

Newly hired non-tenure track lecturers prepare a course outline that includes all main elements and components.

# INTERVENTION 1:

## *Saved by the Job Aid!*

### **Description:**

A critical component of a course outline is how it is presented and designed. To convey information, new lecturers will refer to a job aid to perform the task of organizing an outline. The purpose of this intervention is to provide a sheet that is consulted to demonstrate elements and the format of a course outline.

Title	Performance Need	Performance Level	Performance Phase	Users
Saved by the Job Aid!	<ul style="list-style-type: none"> <li>- Information</li> <li>- Resources</li> </ul>	Environment	Humble	Newly hired non-tenure track faculty

### **Format of Intervention:**

This job aid will be in the form of a step-by-step guide that includes a checklist for new faculty to refer to in preparing and enhancing the visual appeal of the outline. The guide is designed as an electronic document that includes brief instructions on what to include and serves as a resource to ensure all steps of every component is included in the course outline draft.

### **Why choose this intervention?**

One performance issue new lecturers encountered was the lack of direction and access to additional resources to be followed for preparing an outline for students. A job aid is a practical tool that provides a break-down of information.

### **Conventions:**

The job aid intervention is structured in bullet point format and can be easily deciphered by the performer. Additionally, the writing style uses clear language and sections are labelled so learners can expect to spend time analyzing how to structure their class outline proficiently.

### **Advantages:**

The guide can be accessed at any time and can be printed. It is also easy to follow.

### **Limitations:**

New lecturers may not wish to consult the guide and may not be in accordance with the sequence presented.

*Genre:* Guide

*Medium:* Online

*Performance objective(s):*

- Given instructional training resources, new lecturers determine how to divide sections of the course outline to enhance the course syllabus design
- Given written communication, new lecturers develop a weekly course schedule for the duration of the semester for students to consult

# INTERVENTION 2:

## *What Do You Think?*

### **Description:**

Offering feedback regarding performance levels is important. This intervention addresses a feedback system that will allow for main and secondary performers to observe efforts in preparing a course outline and includes an observation assessing how successfully an outline is prepared.

Title	Performance Need	Performance Level	Performance Phase	Users
What Do You Think?	<ul style="list-style-type: none"> <li>- Information</li> <li>- Knowledge/skills</li> </ul>	Environment	Arrogant	<ul style="list-style-type: none"> <li>- Newly hired non-tenure track faculty</li> <li>- Undergraduate students</li> </ul>

### **Format of Intervention:**

This intervention addresses the constructive criticism new lecturers and undergraduate students will provide upon analyzing course outline elements and components. Observational feedback helps with constructive criticism and this system involves an observer interacting with both parties to view if faculty is meeting expectations. Feedback will be relayed in person and be recorded for reference.

### **Why choose this intervention?**

It is imperative for individuals to be informed of their current performance level. Feedback allows for remarking areas of strengths and weaknesses to identify where improvement is needed.

*Genre:* Feedback system  
*Medium:* Written communication & face-to-face interaction

#### *Performance objective(s):*

- Given time constraints, new lecturers devise effective time management strategies to increase productivity to maximize efforts when creating a course outline
- Given the detailed description of components for a course in the outline, undergraduate students will be able to identify the overarching theme of a course

### **Conventions:**

A tenure track lecturer will be assigned to one newly hired faculty member and their class when the course outline is distributed. They will be present on the first day of a class session with a copy of a completed course outline and will be equipped with a notepad to record their initial observations of how the outline is presented. A tenure track lecturer will also be distributing observation forms to students for them to record their observations of the course outline. The observation forms will be collected afterwards by the tenure track lecturer.

**Advantages:** Observational feedback allows new lecturers to be acquainted with experienced faculty. This intervention also leads to an open discussion.

**Limitations:** Input may deter newly hired non-tenure track faculty. It may also be time consuming for new lecturers to schedule a meeting for discussion at a later date as it can avert them from other duties.

# INTERVENTION 3:

## *Source for Course Talk*

### **Description:**

An event that is designed as a speaker series led by and amongst faculty development specialists enables for a platform to provide support and address any inquiries. This intervention allows for individuals to connect and specialists designing instructional programs have the opportunity to familiarize themselves with course outline elements.

Title	Performance Need	Performance Level	Performance Phase	Users
Source for Course Talk	Knowledge/skills	Individual	Indifferent	Faculty development specialists

### **Format of Intervention:**

A learning needs assessment was created for training purposes for main performers. For faculty development specialists, receiving information from this assessment requires devoting time in creating a training program that is simplified for new lecturers. The talk will be in the form of a presentation to review the learning needs assessment and the intervention will bring together all development specialists working towards helping new lecturers perform the task of preparing a course outline properly.

*Genre:* Study group

*Medium:* Face-to-face

*Performance objective(s):*

- Given a typed, completed learning needs assessment, faculty development specialists will be able to transmit this information to a course outline instructional program design

### **Why choose this intervention?**

Since the focus is primarily on new lecturers, this intervention allows for faculty development specialists to be more involved with the process and is a formal event that is convenient for the university. Development specialists will feel as though their input is valued, bring forth ideas and a different perspective will be refreshing.

### **Conventions:**

The presentation series will guide faculty development specialists craft a training program and allow them to discover how to present concepts in reference to a learning needs assessment. Looking at the needs assessment will create a dialogue and address how to best approach relaying information about an outline for main performers (new lecturers).

### **Advantages:**

Faculty development specialists develop oral communication skills and learn the importance of joint efforts between individuals working on the same task.

**Limitations:** With many revisions and steps to take before a final draft is submitted, faculty development specialists may have to reconvene many times.



# INTERVENTION 4:

## *Work Smart*

### **Description:**

Newly hired non-tenure track faculty are facing the issue of having trouble devoting enough time to preparing the course outline prior to the commencement of the semester. This intervention addresses an incentive for effective time management to increase productivity levels amongst new lecturers so they are not pressured to rush through perfecting their course outlines.

Title	Performance Need	Performance Level	Performance Phase	Users
Work Smart	<ul style="list-style-type: none"> <li>- Capacity</li> <li>- Incentives</li> <li>- Motives</li> </ul>	<ul style="list-style-type: none"> <li>- Individual</li> <li>- Environment</li> </ul>	Newbie	Newly hired non-tenure track faculty

### **Format of Intervention:**

This intervention is designed to bridge the gap between being granted limited time in preparing a course outline and informing new lecturers of pertinent information that is to be included in an outline. To better manage time, every newly hired faculty member will be advised to have a personal agenda in their possession. They will establish a weekly routine leading up to the start of the semester. Based on how well their personal routine is mapped out, a pass/fail incentive will be rewarded.

*Genre:* Incentive system

*Medium:* Print

*Performance objective(s):*

- Given time constraints, new lecturers devise effective time management strategies to increase productivity to maximize efforts when creating a course outline
- Given instructional training resources, new lecturers determine how to divide sections of the course outline to enhance the course syllabus design
- Given the detailed description of components for a course in the outline, undergraduate students will be able to identify the overarching theme of a course

### **Why choose this intervention?**

It is often difficult to become accustomed to a new environment when becoming recently employed. With the demands new lecturers are facing in preparing a course outline, choosing this intervention encourages them to become productive and remain organized if they are struggling with time constraints.

### **Conventions:**

A weekly planner will be needed to establish a routine and consistent time schedule. New lecturers should clearly devise how they will divide their time to separate aspects of the course outline. They must label how they will spend certain days and times to prepare their outlines and this will determine the devotion and dedication they are willing to put in to this task.

**Advantages:** A pass/fail incentive provides for an opportunity to assess how well new lecturers are efficient and productive with their time. A personal agenda helps with prioritization.

**Limitations:** If new lecturers receive a 'fail', this may be discouraging as they will need to seek out others way to improve how to structure a personalized schedule for professional duties.

# INTERVENTION 5:

## *Click the Avatar*

### **Description:**

Interactive media intrigues individuals to become more hands on in the process of creating. This intervention will be represented with character personas using avatars. The avatar figure will be categorized under one male and female lecturer (click on one that corresponds to individual gender) and will act as a navigation tool when clicking on it that includes examples of what course outlines can look like and include. Avatars will be accessible by an online platform tool called iHelp and lecturers will deem the examples as appropriate or not.

Title	Performance Need	Performance Level	Performance Phase	Users
Click the Avatar	<ul style="list-style-type: none"> <li>- Capacity</li> <li>- Knowledge/Skills</li> </ul>	Individual	Humble	Newly hired non-tenure track faculty

### **Format of Intervention:**

Since LaFortune University has a website and class portal, this avatar will be accessed by both these points through a tool (iHelp) to support newly hired non-tenure track faculty structure their course unit. The lecturer will be able to navigate through a variety of models of course outlines and conclude whether the outline examples demonstrate proper presentation. This will influence how they want to prepare their own.

*Genre:* Simulation

*Medium:* Online (complex multimedia)

*Performance objective(s):*

- Given a course outline template, new lecturers will plan course activities to convey the general idea and subject matter of the course
- Given a course unit, new lecturers determine evaluation criteria consistent with learning objectives

### **Why choose this intervention?**

Choosing this intervention brings forth a unique and creative aspect. Being able to view examples and components of a course outline can enable new lecturers to think analytically and become more resourceful.

### **Conventions:**

This intervention compliments performance because it can have a direct impact on how new lecturers present course information material. It is interactive and a personalized process helps to envision what they may be struggling to relay. Additionally, writing style will display a clear structure and learners can expect to differentiate between ideas and criteria to include.

**Advantages:** An avatar helps heighten engagement levels and main performers are learning in a non-traditional way.

**Limitations:** Implementing this online tool may be costly and the tool can experience glitches.

# INTERVENTION 6:

## *F.A.Q. For You*

### **Description:**

Newly hired non-tenure track are in a bind as to how their course outline will resonate with students. They are contemplating ways to devise learning objectives, create enriching assessments, and convince students that their course is conducive to learning. This intervention aims to bridge the gap for new lecturers concerning what students are inquiring about when they consult an outline.

Title	Performance Need	Performance Level	Performance Phase	Users
F.A.Q. For You	- Motives - Knowledge/Skills	Individual	Arrogant	- Newly hired non-tenure track faculty - Undergraduate students

### **Format of Intervention:**

Both undergraduate students and new lecturers will be participating in this intervention. Students are to download a form through the course portal. On this form, it is asking them to answer questions about what they expect from new lecturers to include in a course outline. They will provide input as to what is to be organized and the relevant information needed. The sheet will be made up of questions that require answers and will be presented to new lecturers as F.A.Q. for them to then consult.

*Genre:* F.A.Q

*Medium:* Online

*Performance objective(s):*

- Given a course outline template, new lecturers will plan course activities to convey the general idea and subject matter of the course
- Given instructional training resources, new lecturers determine how to divide sections of the course outline to enhance the course syllabus design
- Given written communication, new lecturers develop a weekly course schedule for the duration of the semester for students to consult

### **Why choose this intervention?**

Newly hired non-tenure track faculty are wondering how to approach preparing a course outline and attempting to weave together existing knowledge with current ideas.

### **Conventions:**

The F.A.Q form will be presented with questions that are numbered and empty boxes will be beneath them for students to write answers in. It is important to note that while one form is accessed by students, the lecturer will be on the receiving end of obtaining multiple forms. Learners can expect to be more intuitive and this can enhance their experience.

**Advantages:** The intervention allows for more direct communication to occur and new lecturers can begin familiarizing themselves with students and their perceptions.

**Limitations:** Not all students will answer the form and may omit what is being asked of them to complete.

# INTERVENTION 7:

## *Lead by Example*

### **Description:**

Starting a new job can be quite intimidating for anybody. While most newly hired non-tenure track faculty have been immersed in academic environments, it is still daunting to become used to new ways to approach tasks in a new setting. This intervention introduces new lecturers to a retired professional that is willing to provide information and helpful tips on how to prepare an outline.

Title	Performance Need	Performance Level	Performance Phase	Users
Lead by Example	Information	Environment	Indifferent	<ul style="list-style-type: none"> <li>- Newly hired non-tenure track faculty</li> <li>- Faculty development specialists</li> </ul>

### **Format of Intervention:**

An email invitation will be sent to newly hired non-tenure track faculty by faculty development specialists at the university. The invitation is detailing that they are welcomed to attend an event featuring a guest speaker (former tenure track lecturer) who possesses considerable expertise in higher education settings. The event will take place on a specific date and time in LaFortune University's auditorium. New lecturers will be asked to present the email invitation upon their arrival and will then take their seats.

*Genre:* Guests

*Medium:* Face-to-face

*Performance objective(s):*

- Given a course unit, new lecturers determine evaluation criteria consistent with learning objectives
- Given time constraints, new lecturers devise effective time management strategies to increase productivity to maximize efforts when creating a course outline
- Given the support needed for non-tenure track faculty, faculty development specialists will generate reminder emails to be sent to new lecturers regarding reviewing material monthly to refresh performance levels

### **Why choose this intervention?**

A guest speaker allows for both personal narratives to be shared and teachable moments to relay. Choosing this intervention gives the opportunity for attendees (new lecturers) to ask questions and engage in conversation. This guest speaker can also serve as a mentor for new lecturers.

### **Conventions:**

The retired non-tenure track professor will be addressing new lecturers for approximately one hour and will introduce themselves, their background, professional experience and take questions from the crowd. This is an informal event and learners can expect to leave the event with some much needed inspiration.

### **Advantages:**

Guest speaker will offer wisdom and helpful tips on how to perform to the best of one's ability.

**Limitations:** N/A

# INTERVENTION 8:

## *Less is More*

### **Description:**

Newly hired non-tenure track faculty are offered little to no incentives for all the work that is put in towards their teaching practices. Preparing a course outline is being done during off hours and no compensation is awarded. This intervention introduces a financial incentive that is to be granted to a few select new lecturers based on total class population.

Title	Performance Need	Performance Level	Performance Phase	Users
Less is More	<ul style="list-style-type: none"> <li>- Motives</li> <li>- Incentives</li> </ul>	<ul style="list-style-type: none"> <li>- Environment</li> <li>- Individual</li> </ul>	Arrogant	<ul style="list-style-type: none"> <li>- Newly hired non-tenure track faculty</li> <li>- Undergraduate students</li> <li>- Faculty development specialists</li> </ul>

### **Format of Intervention:**

During the first few weeks of a semester, undergraduate students decide whether or not they wish to stay enrolled in a course. A drop deadline for courses is given and class size can change if students feel as though the course does not align with their interests or schedules are conflicting with another commitment. After the drop deadline, faculty development specialists will gather class size data from each course a new lecturer is teaching. The less students who drop the class and the more students enrolled in a class will receive a LaFortune PLUS reward.

*Genre:* Incentive system

*Medium:* Print/Online

*Performance objective(s):*

- Given a course outline template, new lecturers will plan course activities to convey the general idea and subject matter of the course
- Given the course outline learning objectives enlisted, undergraduate students will be able to apply foundational knowledge to their real-life experiences
- Given the support needed for non-tenure track faculty, faculty development specialists will generate reminder emails to be sent to new lecturers regarding reviewing material monthly to refresh performance levels

### **Why choose this intervention?**

This intervention assesses if students are responding well to the course information presented to them in the course outline. This financial incentive plan allows for a bonus to be awarded and new lecturers will want to put their best effort forth when preparing a course outline to interest and attract students.

**Conventions:** New lecturers will need to ensure they are gathering information appropriately and introducing material adequately so students remain in the class. The course outline needs to be precise and this intervention is dependent on students engagement. Learners can expect to approach the task of preparing an outline willfully with a positive outlook. The top three lecturers will be granted the LaFortune PLUS reward.

**Advantages:** New lecturers will receive increased recognition and be rewarded for a job well done. The intervention also motivates new lecturers.

**Limitations:** New lecturers may feel pressure and may dislike being competitive.

## References

Canva. (2020, February 27). *Templates*. <https://www.canva.com/templates/>