

Erika Lisi
ETEC 650 – Fundamentals of Instructional Design

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

BACKGROUND OF THE PROJECT:

In order to support non-tenure track faculty members, the Director of the Centre at LaFortune University has decided to develop a special year-long orientation program. A series of 30-minute online training lessons are being designed and developed to allow faculty to acquaint themselves with procedures pertinent to higher educational practices. The objective is to prepare new faculty members with the transition to university teaching while providing guidance and direction to non-tenure track.

PROGRAM OBJECTIVE:

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. The 30-minute asynchronous training session aims to describe and demonstrate to new faculty members how to prepare a course syllabus prior to the first day of a class session.

TARGET AUDIENCE/LEARNERS:

Full-time, non-tenure track faculty members of LaFortune University.

LEARNING OBJECTIVES:

Upon completion of the online training session, new lecturers will be able to:

- Devise learning objectives within a higher education context
- Read grading ranges and criteria imperative to student success
- Arrange an organized format of a course out (headings, tables, charts, etc.)
- Analyze course material to create course assessments

DESIRED LEARNING OUTCOME:

After viewing the asynchronous training module, learners will be able to 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.

MODULE INFORMATION/DURATION:

The online training session will be conducted for approximately 30 minutes with each learning objective containing a portion of content that will be relayed for a select few minutes or with supplemental material. Information is relevant to executing a course syllabus and activities

within the online session consists of consulting online forums situated on the Moodle portal home page. In addition to collaboration medium forums, learners are encouraged to critically think and inquire about additional resources that may help them. A downloadable workbook containing instructions and descriptions to facilitate the process in crafting a course outline will be added to the self-study session to reinforce learning. For evaluation purposes, it is important to note assessing reactions and answering questions regarding performance and expertise may exceed the 30-minute duration of the training session when providing feedback.

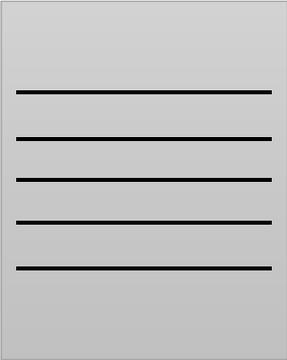
STORYBOARD OF PROGRAM

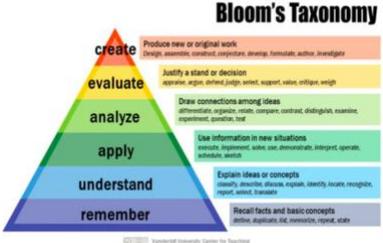
Screen Title/Slide	Audio Script	Visuals on Screen	Text on Screen	Notes
<p>Title: Greetings</p> <p>Slide: 1</p>	<p>Hello, new faculty members of LaFortune University. Congratulations are in order as you embark on this new professional endeavor!</p>		<p>Congratulations!</p>	<p>None</p>
<p>Title: Introduction</p> <p>Slide: 2</p>	<p>The topic that is to be covered during the session is <i>Preparing a Syllabus (Course Outline)</i> for new lecturers.</p> <p>Please click any button that applies to you with this featured poll...</p>	<p>A poll to inquire whether learners are frustrated or overwhelmed with the process of creating a course syllabus.</p> 	<p>Overwhelmed? Eager? Nervous?</p> <ul style="list-style-type: none"> ➤ Creating a course outline can be tough! 	<p>Each emotion will fade in onto the screen along with the YES/NO poll</p>

<p>Title: Sequence of Session</p> <p>Slide: 3</p>	<p>This training session will be delivered asynchronously for learners to consult at any time. An online tutorial highlighting the essential components to be included in a syllabus is what this session aims to do. The structure of the course will entail of a lecture-based instruction method with course materials and learning activities where participants will be able to share ideas through the Moodle site.</p> <p>After the session, new faculty members will be asked to provide feedback to assess effectiveness of the training program.</p>	<p>None</p>	<ul style="list-style-type: none"> • Name of instructional designer conducting the session • Year-long orientation program to ease transition to university teaching • Asynchronous learning: where a learner and instructor are not online at the same time. ➤ Pause video at any to return to online forums, pre-tests and record notes • Workbook is available to consult for additional aid in creating an outline 	<p>None</p>
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<p>Title: Objectives for New Lecturers</p> <p>Slide: 4</p>	<p>Let's review objectives to be achieved:</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>None</p>	<p>None</p>	<p>Show course objectives on the slide one by one as they are announced</p>
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<p>Title: Course Sections</p> <p>Slide: 5</p>	<p>The course is divided into 6 sections:</p> <ol style="list-style-type: none"> 1) What is a course outline and how to establish learning objectives for students. 2) Critical thinking and a pre-test to identify pre-requisite knowledge regarding course outlines. (Level 2 evaluation) 3) Creating a concept map to guide lecturers on how to structure a syllabus 4) Criteria relevant to an academic learning environment 5) Supplementary material: Workbook PDF 6) Assessment (Level 1 evaluation) 	<p>None</p>	<p>None</p>	<p>Show and display course sections on the slide one by one as they are announced.</p>
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<p>Title: The Basics</p> <p>Slide: 6</p>	<p>A course outline acts as a “contract” between students and teachers. It contains course description, objectives, methodology, assessments, grading and university policies along with the overall curriculum of a course to ensure students meet the requirements to achieve academic success. Meeting needs and indicating assignments, frameworks and grading weight is also necessary.</p>	<p>An 8.5” x 11” paper image shown on screen with text and headings.</p> 	<p>None</p>	<p>None</p>
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<p>Title: Learning Objectives</p> <p>Slide: 7</p>	<p>While objectives of this online course are clearly described, devising learning objectives for students involves using measurable action verbs. A guide is shown to aid in writing objectives.</p>	 <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> create: Produce new or original work. Design, assemble, construct, negotiate, arrange, formulate, author, investigate. evaluate: Justify a stand or decision. Appraise, argue, defend, judge, select, support, value, criticize, weigh. analyze: Draw connections among ideas. Differentiate, organize, compare, contrast, distinguish, examine, experiment, correlate, test. apply: Use information in new situations. Transfer, implement, solve, use, demonstrate, interpret, operate, administer, execute. understand: Explain ideas or concepts. Identify, describe, discuss, explain, identify, locate, recognize, report, relate, translate. remember: Recall facts and basic concepts. Define, list, label, describe, sketch, state. 	<ul style="list-style-type: none"> • Define • Explain • Interpret • Apply • Demonstrate • Analyze • Critique • Establish • Justify 	<p>Each measurable verb will fade in onto the screen as soon as action verbs are announced.</p>
<p>Title: Pre-test (Level 2 evaluation)</p> <p>Slide: 8</p>	<p>Let's get started with a pre-test to identify pre-requisite knowledge regarding course outlines. This will encourage you (the learner) to critically think about elements of a syllabus and evaluate your current skillsets in creating an outline.</p>	<p>A question mark image shown on screen.</p>	<p>Click the link below to open a new window with multiple choice questions.</p> <p>Answers will be displayed at the end of the training session.</p>	<p><u>CLICK</u></p>

<p>Title: Analyzing material</p> <p>Slide: 9</p>	<p>After taking the quiz, analyzing your answers should further motivate to craft an outline that is detailed and organized with pertinent information.</p> <p>With the infographic shown, I encourage you to pause the video and sketch a “concept map” of what you would include in an outline.</p>	 <p>The infographic is titled "Syllabus for WR 13300 Multimedia Writing & Rhetoric" and lists various course components: Writing, Rhetoric, Research, Media, Key Questions, Required Materials, Major Essays (Memo, Short Analysis, Research, Ted Talk), Portfolio, Blog, Participation, and Course Policies. Below the infographic is a concept map diagram consisting of six blue rectangular boxes arranged in a circular pattern with arrows connecting them in a clockwise direction.</p>	<p>Example of components to include in a syllabus AND a concept map diagram</p>	<p>None</p>
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<p>Title: Criteria & Student Rights</p> <p>Slide: 10</p>	<p>What is imperative to student success is evaluating student progress and performance in accordance with a standard letter grade range (i.e. A+ to F).</p> <p>While grades are a foundational aspect of any course, please allow yourselves to critically think about how students will develop skills in the course.</p> <p>It is important to indicate a grading range in a syllabus. Click anywhere on the screen to display a table.</p>	<table border="1" data-bbox="772 297 1142 516"> <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>	(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>Click on each range of grades from A+ to F to view a pop-up of what every range of letter grades signify.</p>	<p>None</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>LaFortune University’s resources, services and policies are identified on an official website.</p> <p>As a new lecturer on the non-tenure track, browse through this website to note the services to meet student needs and indicate these in your course syllabus.</p>		<p>Click the link to access LaFortune University’s official website</p>	<p><u>CLICK</u></p>
<p>Title: Wrap-Up</p> <p>Slide: 12</p>	<p>Since a new lecturer like yourself is becoming accustomed to university protocols and teaching practices, we sincerely hope the this year-long orientation program will be of great use to you as you navigate through this professional undertaking.</p>			<p>None</p>

	<p>In the months to follow and in regards to this specific self-study session, a post-training teacher self-assessment and post-semester student evaluation form will be available to assess inputs from both parties.</p> <p>As we near the end of this training session, information that is pertinent will be included in links to follow.</p> <p>A supplementary aid in the form of a workbook will also be provided.</p>		<p>Advance to next slide.</p>	
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<p>Title: Supplement- ary Aid (WORK BOOK)</p> <p>Slide: 14</p>	<p>Understanding that crafting a course outline can be time-consuming and challenging, the arrow diagram indicates where a link will be displayed to download a PDF workbook for structuring course content and compiling information.</p> <p>Note that this will open a new window. Ensure you have access to a Google account.</p>		<p>Consult link.</p> <p>Please log in to a Google account.</p>	<p><u>CLICK</u></p>
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<p>Title: Online Forum</p> <p>Slide: 15</p>	<p>As previously mentioned, critically thinking about what you would like for students to gain from a course is important.</p> <p>This training session ensures you (the learner) is interactive in the process of learning!</p> <p>Please pause the video to consult the online collaboration forum link on Moodle’s home page for new lecturers. In the general discussion thread, please list some “do’s and don’t’s” of executing a course syllabus along with what your intended course will introduce students to.</p> <p>POST & SHARE!</p>		<p>Access the Moodle home page and click the link under the “Forums” section.</p>	<p><u>CLICK</u></p>
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<p>Title: Evaluation Form (FEEDBACK SURVEY)</p> <p>Slide: 16</p>	<p>You have now reached the end of the self-study session. Kudos to you! I hope you enjoyed the tutorial and that the information presented will facilitate the process in creating your course outlines.</p> <p>Not so fast! Before you press X, please fill out the survey. Your feedback is valuable and your responses are anonymous.</p>		<p>Click here to access the survey!</p> <p>Thank you 😊</p>	<p><u>CLICK</u></p>
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<p>Title: QUIZ Answers (Level 2)</p> <p>Slide: 17</p>			<p>Question #1: Answer: B Writing objectives that are specific to an intended outcome, behavior or ability.</p> <p>Question #2: Answer: C The new lecturer is illustrating that the student will use or apply the information from the course.</p> <p>Question #3: Answer: A Numerical grades are often converted to final letter grades and depict an accurate scoring.</p> <p>Question #4: Answer: C A course outline must highlight and detail all course specifics along with university protocols.</p> <p>Question #5: Answer: A The most useful way to organize course task information is with the use of a table characterizing assessment type, weight, submission deadlines in brief detail.</p> <p>Question #6: Answer: C It is essential to retrieve resources that are relevant to course content in order to weave together existing knowledge with current ideas.</p>	
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References

Vanderbilt University. (2019). *Bloom's Taxonomy*. Retrieved from

<https://wp0.vanderbilt.edu/cft/guides-sub-pages/blooms-taxonomy/>

Clinton Community College. (2017). *List of Measurable Verbs Used to Assess Learning*

Outcomes. Retrieved from

<https://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.cxml>

