Hi! My name is Katrina Davidson, I’m Senior Instructional Designer here at WMU and I’m here today with Alyssa Moon who is an Instructional Designer on our team. We are here today to talk to you about who we are and how we can help you with the design of your courses.
I will go through our design process very briefly and then leave 10 or so minutes for you all to ask us questions!

Our objectives for the presentation are to:

- Inform you about our Instructional Design team and services.
- Explain how our process is tied to professional organizations.
- Explain the ADDIE process in collaboration with Instructional Designers.
We are Instructional Designers, we partner to design and develop Course or Program plans.

- Professionals
- Consult & Collaborate
- Develop

WHO ARE WE?

We are a small team of designers that are here to collaborate with you to design an online, hybrid or web-enhanced course.

We are:
Professionals - We are professionals that use current evidence based practices to design instruction.
Consultants & Collaborators - Our goal is to have a conversation with you (the subject matter expert) and learn about your needs and then guide you through a formal course design process.
Developers - We collaborate with you and provide resources as you are developing materials, activities and assessments that fit the design of your course.
We use current evidence based practices to underpin everything we do. The trainings we create and facilitate, the course design and delivery methods all tie to standards set forth by nationally recognized organizations that set the benchmarks for quality course design.

These are a few of the organizations that we are actively a part of. Including: Quality Matters, Online Learning Consortium, the Higher Learning Commission and UPCEA, University Professional and Continuing Education Association.
Script:
Now that we’ve established who we are as well as the professional standards we abide by.
Let’s get into the process we use when we are designing a course and what that means to you as the subject matter expert.

First, let’s learn about the acronym ADDIE. There are five stages of a development process: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model relies on each stage being done in the given order but with a focus on reflection and iteration.
When you first enter into the ADDIE process with us, you will start in the Analysis phase. This phase is all about asking questions and getting to know one another. We start by sharing a needs analysis form that will allow you to share pertinent information with us.

- Tell us about your subject area and course.
- Tell us about your students, audience or intent.
- What do you want students to get out of your course?
- What types of learning activities and assessments could you see happening in your course?
- What is your comfort level with technology or Elearning?

After we have this information we will schedule our first meeting to get to know you! We like the first meeting to feel casual and allow you lots of time to talk and share with us. We will continue to ask questions and learn about you as a person and as a teacher.

Towards the end of this first meeting we will make sure that you walk away with a good sense of how we can best work together and what your first steps should be to start designing your course!
You may not realize it but you probably have already begun this phase before you have even met with us. The design of learning is really about a process for organizing intent, content, activities and assessments. Very often these are aspects that you come to us and have already started to think about, especially if it’s a class that you have taught before.

When you work with us we will ask that you to complete a planning document called a “storyboard.” You may have heard this term before in reference to the planning of media or movies. It’s essentially a word document that allows you the opportunity to take all of those ideas and thoughts for your course plan and release them onto a page. This document is a collaborative space that allows us to see what you are thinking and then engage in a dialogue with you. It’s also iterative, meaning you will have several drafts as we talk through the design.

Objectives: You will think about what you want students to learn by writing down detailed course and weekly objectives.
Assessments: You will think through how you will measure the success of your students in achievement of those objectives.
Content/Activities: You will write down all of your ideas for the types of activities and content you think would help students learn.

This phase is an important step towards building a well-planned and organized course...
that can combine sound instructional principles with carefully selected technology and delivery of content.
After we have a final draft of the storyboard we will move into the development phase. The Instructional Designer that you are working with will build a prototype and a basic course structure. The goal will be to create a Master course space in Elearning this is a space that does not have students enrolled. This will be where we work together to build a course and continue to make revisions.

You will have tasks to complete to create and curate content that aligns with the plan. This might look like creating module overviews, checklists, discussions and creating and curating multimedia.

From there the designer will train and guide you in the basic use of the Elearning system as well as content creation. They will guide you on how to continue to upload content and create online activities.
The Implementation phase happens when the course finally launches and students are active in the course. During this phase you will still be in contact with your instructional designer. They will be there to support you in your journey of facilitating your newly designed course!

The goal in this phase is that you are able to confidently manage the course that you have have diligently put together. Because you have already spent time planning, organizing and building the course your main focus at this stage will be to be responsive to student questions, keep up on your grading and have a robust instructor presence!
Lastly, the evaluation phase. Although we have presented this as the “last” part of the ADDIE process, we consider this phase to be ongoing. The evaluation of your course design takes place through many pathways.

Informally
It can be as simple as asking yourself questions and reflecting about how an activity went.
Writing down notes and making updates in your Master course to use for next time.

Formal
More formally, it can also look like a more like a quantitative activity.
You might include a survey during and after the course to gauge the learner experience.
You can also look at data from the multimedia that you have created, to see how often your students are viewing your videos.
You can look at data about how students are interacting with the activities/content you have set up in Elearning.

However you approach this. Ultimately, the goal is that you are reflecting, evaluating and making changes to improve the course an continuously improving the student experience!
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In conclusion, that is a little about the ADDIE course design process and please remember that we are here to help!
Along with our consultation and formal course design process we have many resources available. We have everything from videos on best practices, creating and curating course content all the way to videos and PDFs that support your use of the WMU Elearing system.

We also have a section of our page dedicated entirely to accessibility and captioning of multimedia in your course. - This is led by Cara Junghans.
If you are interested in going through the course design process please email our department at: **Online-education@wmich.edu**
What questions do you have?