Using a Visual Design Plan Worksheet to Guide Faculty through the Instructional Design Process

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Agenda

- Our University
- Need for Visual Design Plan
- Design Plan Elements
- Trying it out
- Conclusion
Our University

- Main campus located in Radford, VA; Healthcare campus located in Roanoke, VA
- Enrollment: 9,400
- 150 degree programs
- 39 States and 60 Foreign Countries
- 41% First Generation Undergraduate (37% are minoritized populations)
- 35% Minoritized Undergraduate population
- 57% Female; 43% Male Undergraduate
- 3 year retention rate: ~74%
Our Learning Architects (IDers)

- Center for Innovative Teaching and Learning (Academic Affairs)
  - Faculty Services
  - Student Services
- 3 serve Main Campus
- Combined ID experience: ~40 years
Need for Visual Design Plan

● Faculty Clients
  ○ Aren’t typically taught ID models
  ○ Don’t have time to master ID process
  ○ Maintain ownership of content and course design

● Inclusive Pedagogy
  ○ Change the practices of one faculty member at a time, one course at a time
    (Heath & Heath, 2008)
  ○ Encourages more intentional considerations of inclusivity
Need for Visual Design Plan

● Backward Course Design
  ○ Redesigning an online FDI course that utilized Backward Course Design
  ○ Use a model that we would use as IDers to quickly create a course
  ○ Visual representation of a course that encourages alignment
  ○ Physical take-away for faculty participants

● Reflective Practice
  ○ Meaning making out of an experience
  ○ Transforms knowledge and informs personal practice (Kolb & Fry, 1975)
  ○ Greater satisfaction to the practitioner and greater empathy for students (Bolton, 2014)
Visual Design Plan: Steps

- Rationale for the Module *
- Target Population Analysis *
- Desired Results
- Assessment Evidence
- Learning Activities
- Deliverables
- Reflection

*Curriculum Design and Inclusive Pedagogy Considerations
<table>
<thead>
<tr>
<th>Course Goal (as listed in the RU course catalog)</th>
<th>Module Learning Objective(s)</th>
<th>Formative Assessment(s)</th>
<th>Summative Assessment(s)</th>
<th>In-class Learning Activity(ies)</th>
<th>Out-of-Class Activity(ies)</th>
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<tbody>
<tr>
<td>Explain the kinds of measurements each piece of measuring equipment is designed to take in the chemistry laboratory.</td>
<td>Give a series of common measurement tasks, correctly identify the instrument(s) used for each task.</td>
<td>Given a common measurement task, demonstrate the correct process for conducting measurement and correctly record results.</td>
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<td>At the end of General Chemistry I, students will be able to use modern instruments.</td>
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<td>What should students know, understand, and be able to do as a result of this module? Standards, benchmarks, other objectives should be included as needed.</td>
<td>What will students do to show what they have learned?</td>
<td>What activities will students complete during this module to attain the desired results?</td>
<td>What are the materials or steps students will need to complete the lesson?</td>
<td>How do you plan to reflect on this lesson in order to make improvements?</td>
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</tr>
</tbody>
</table>
Rationale for the Module

- A brief statement of relevance for learners
- Sullivan and Higgins (1983) "relevance criteria"
  - Represents something they want to know
  - Represents a skill they can use
  - Represents something they need to know or a skill they need to use in order to learn something they want to know or a skill they want to use

*What separates your course from other courses?*
1. Consult sources of information about your students (or potential students).

2. Reflect upon the facts you discover, noting especially:
   ○ facts to act upon at the course/module level; and
   ○ gaps in what you know about the learners that you can find out during the course.

3. Report out the most important facts that will shape the way you design.
Let’s Try It!

Section: Rationale for the Module

Discussion to follow.
Thank you!

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References


