

## Instructional Design Plan

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### Part 1 – Needs Analysis

<b>Target Content Area:</b>	New Technology on Campus
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<b>Target Population:</b>	Higher-Education Faculty
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A new video platform for online video management, creation and collaboration was recently adopted and all full-time and adjunct faculty are now able to create and incorporate video lectures, webcam recordings, and video quizzes into the college's Learning Management System. With the implementation of this new software, faculty do not currently know how to use this new system, and with the range of available features, they are looking to know more about it and how it can be applied to their learning environment.

Currently, faculty adding video to a course use varying tools to create and/or publish videos to the LMS. However, since these tools weren't assessed using the college's technology implementation process, they are unable to receive proper support and often left to troubleshoot issues on their own. This overall problem was formally identified after multiple faculty conversations with the Technology Trainers in the Center for Teaching, Learning and Technology. As a result, a new software was brought to campus for faculty and staff to use when creating or storing media. At this time, we are assessing the learning needs of the faculty to determine the appropriate means to help faculty learn and transition to the new system.

#### Problem Statement:

A new tool has been adopted to incorporate video content into the college's Learning Management System and faculty are looking to learn how to create and publish video content using the new system. My initial recommendation is to create an instructional plan to help faculty learn and become comfortable with the new tool and follow instruction with as-needed support.

I am recommending instruction because when learning new technology, it can be intimidating to know where to begin or the best practices and approaches to take. That intimidation can become overwhelming and deter users from taking advantage of the available features. My second recommendation, continual as-needed support, follows the implementation of instruction when users begin to employ the system. During this time, they may run into barriers or difficulties; offering support by being available to address questions or work through issues can help increase trust and engagement with the new system.

#### Initial Recommendations:

With the new technology piloted and tested, faculty are eager to learn how to use the new tool and incorporate it in their learning environments. In consideration of how much can be done with this video platform tool, it is being recommended to deliver the instruction in a hybrid format. This format will allow for a face-to-face initial training on the system, followed by short (90 second – 3 minute) video tutorials covering available features, and these videos can be a supplemental piece of continual support that may be requested as users begin to engage with the system.

## Part 2 – Task Analysis

### Task Steps and/or Flowchart

#### Objectives:

As a result of the face-to-face training, faculty will be able to:

- Decide how they want to deliver video instruction in their course
- Know how to upload previously created videos
- Know how to create a webcam recorded video
- Know there are other types of video content available for creation

As a result of the online tutorial videos, faculty will be able to:

- Know how to access and download analytic reports
- Create an in-video quiz
- Create a video lecture

As a result of ongoing support, faculty will be able to work through issues and questions, and continue to amplify their learning environments with the implementation of video content.

#### Prerequisite knowledge

Prior to attending the face-to-face course, learners will be expected to understand the following items of the Learning Management System (Blackboard):

- How to create a discussion board
- How to create an assignment
- How to create a test
- How to adjust availability settings

If a learner is not able to do the above items, it is recommended they attend a Blackboard training session or schedule an appointment with a trainer to become familiar with the system.

## **Sequence in which the tasks will be taught**

### **PART I: FACE-TO-FACE TRAINING**

Two-hour training sessions will be available to faculty to go through the process of adding media to a course shell within Blackboard, the college's Learning Management System. Completion of activities during the training session will provide a notation on their training transcript as a completion of the Kaltura training.

- 1) Post videos on a content page (i.e. the home page or a weekly or module folder)
  - a) Go to the content page where you would like students to access the video
  - b) Hover over build content and select Kaltura Media
  - c) Click add new
  - d) Do you have a video already created?
    - i) Click media upload
    - ii) Choose file and add apply name
    - iii) Click Save
    - iv) Select video
  - e) Do you need to create a video?
    - i) Click Webcam Recording (notice other items are available, video tutorials will be provided later covering each of the content types available for creation.
    - ii) Record the video
    - iii) Save recording and add apply name
    - iv) Click Save
    - v) Select video
  - f) Continue building as a regular Blackboard item
- 2) Post videos in a text area
  - a) Discussion board - Post audio or video as part of a discussion board prompt/question
    - i) Create a new discussion forum
    - ii) Add the video to the "Description" section
    - iii) Click Mashups in the text editor
    - iv) Click Kaltura Media
    - v) Click Add New
    - vi) Do you have a video already created?
      - (1) Click media upload
      - (2) Choose file and add apply name
      - (3) Click Save
      - (4) Select video
    - vii) Do you need to create a video?
      - (1) Click Webcam Recording (notice other items are available, video tutorials will be provided later covering each of the content types available for creation.
      - (2) Record the video
      - (3) Save recording and add apply name
      - (4) Click Save
      - (5) Select video
    - viii) Continue with Discussion Board preferences

- b) Post audio or video as part of your post
  - i) Create a new discussion forum
  - ii) Go into the discussion forum and click Create Thread
  - iii) Add the media in the “Message Text” section of the post
  - iv) In the text editor tools, click Mashups
  - v) Click Kaltura Media
    - (1) Click Add New
    - (2) Do you have a video already created?
      - (a) Click media upload
      - (b) Choose file and add apply name
      - (c) Click Save
      - (d) Select video
      - (e) Submit
    - (3) Do you need to create a video?
      - (a) Click Webcam Recording (notice other items are available, video tutorials will be provided later covering each of the content types available for creation.
      - (b) Record the video
      - (c) Save recording and add apply name
      - (d) Click Save
      - (e) Select video
      - (f) Submit
- 3) Post videos as part of an assignment’s instructions
  - a) Create a new assignment
  - b) Add the video to the “Instructions” section
  - c) In the text editor tools, click mashups
  - d) Click Kaltura media
  - e) Click add new
  - f) Do you have a video already created?
    - i) Click media upload
    - ii) Choose file and add apply name
    - iii) Click Save
    - iv) Select video
    - v) Submit
  - g) Do you need to create a video?
    - i) Click Webcam Recording (notice other items are available, video tutorials will be provided later covering each of the content types available for creation.
    - ii) Record the video
    - iii) Save recording and add apply name
    - iv) Click Save
    - v) Select video
    - vi) Submit
  - h) Continue applying assignment preferences

- 4) Post videos as part of a test question
  - a) Create a new test
  - b) On the test canvas page, click create a new test question and select the type of question to create
  - c) Add the video to the “Question Text” section
  - d) In the text editor tools, click mashups
  - e) Click Kaltura media
  - f) Click add new
    - i) Do you have a video already created?
      - (1) Click media upload
      - (2) Choose file and add apply name
      - (3) Click Save
      - (4) Select video
      - (5) Submit
    - ii) Do you need to create a video?
    - iii) Click Webcam Recording (notice other items are available, video tutorials will be provided later covering each of the content types available for creation.
    - iv) Record the video
    - v) Save recording and add apply name
    - vi) Click Save
    - vii) Select video
    - viii) Submit
  - g) Continue with answer selections and question settings
- 5) Create a Media Gallery - A page where students in the course can view, comment and discuss videos in a format similar to YouTube. This tool also allows you to track analytics on media content.
  - a) Add the Media Gallery tool link to the course menu
    - i) Click the plus sign in the course menu
    - ii) Click Tool Link
    - iii) Select “Media Gallery” from the dropdown menu
    - iv) Name the link
    - v) Make it available to users
    - vi) Click Submit
  - b) Click the tool link
  - c) Click Add New Media
  - d) Click Add New
  - e) Do you have a video already created?
    - i) Click Media Upload
    - ii) Navigate to and select saved file
    - iii) Apply name and click Save
    - iv) Click back to browse and embed
    - v) Select video
    - vi) Click Publish

- f) Do you need to create a video?
  - i) Click Webcam Recording (notice other items are available, video tutorials will be provided later covering each of the content types available for creation.
  - ii) Navigate to and select saved file
  - iii) Apply name and click Save
  - iv) Click back to browse and embed
  - v) Select video
  - vi) Click Publish

## **PART II: VIDEO TUTORIALS**

60-90 second tutorials will be created as outlined below. The video tutorials will be available through the training management system for faculty to access as needed. Completion of both the video and the assessment will provide a notation on their training transcript.

### 1) Analytics

- a) How to access the analytics report
  - i) Using the Media Gallery, you can track analytics on all media posted to the gallery.  
From the Media Gallery:
  - ii) Click the actions menu
  - iii) Click analytics
  - iv) Click through the various views:
    - v) Dashboard – an overview of the media
    - vi) Media – analytics for each item published to the gallery
    - vii) Engagement – analytics broken down by students within the course
    - viii) Contribution – analytics on items published by other users
  - ix) Change the timespan for the views
- b) How to download the analytics report
  - i) To save as a Microsoft Excel spreadsheet:
    - (1) On the media, engagement, or contribution page, click export to CSV
    - (2) The spreadsheet will download and can be opened from your downloads folder
  - ii) To print directly from the page:
    - (1) Click Printable Version
    - (2) A new window will open with a print button, click this button and the page will print.

### 2) Create an in-video quiz

- a) Follow the process to discover navigate to where you want students to consume the video quiz (on a content area, in a text area or in the Media Gallery).
- b) Follow the prompt to add new media, using the “Add New” button
- c) Click Video Quiz
- d) Select the video to create as a quiz. (Note: a copy of the video will be created and the original video will remain unchanged)
- e) Fill in the fields on the Quiz Editor page.
- f) Select where the first question will appear using the video timeline
- g) Preview your quiz
- h) Click save

- 3) Create a video lecture
  - a) Follow the process to discover navigate to where you want students to consume the video quiz (on a content area, in a text area or in the Media Gallery).
  - b) Follow the prompt to add new media, using the “Add New” button
  - c) Click Record a Presentation
  - d) Download and launch the presentation software
  - e) Select Presentations and Lectures
  - f) Upload your PowerPoint presentation
  - g) Connect a webcam or use an internal webcam
  - h) Click record
  - i) Move through your presentation
  - j) Use the draw tool (alt+d) to draw on the presentation
  - k) Use the pause tool (alt+p) to pause, if needed
  - l) Click done
  - m) Save the recording
  - n) Follow the process to upload new media to your course to add the video recording to your desired location.

### **Assessment**

To assess learner’s understanding, they will be asked to:

- Create a course welcome message using the webcam recording feature
- Publish a provided video to the Media Gallery
- Create one of the following:
  - Audio/Video discussion board
  - Test with an audio/video question
  - Assignment with audio/video instructions
- Create a video lecture
- Create an in-video quiz
- Run and print an analytics report

## Part 3 – Learner Analysis

### Create a Learner Analysis for your Unit

**Intended audience:** Full-time and adjunct faculty

#### **Motivation to participate**

Learners who choose to participate are primarily interested in working toward the college's vision statement which revolves around amplifying learning and creating lasting relationships.

#### **Analysis of full-time and adjunct faculty learning styles**

Faculty are accustomed to a myriad of learning styles, but after a recent survey sent to faculty and staff asking for information on preferred learning methods, we discovered face-to-face training and quick video tutorials were the top two ways our audience prefers to learn.

For this instructional need, the face-to-face training will provide an environment to become comfortable with the system and see it in action. The on-demand video tutorials will help make training and using the new technology more appealing because of the minimal time commitment and ease of access.

#### **Non-instructional needs**

The most apparent non-instructional need for this audience is the timing of training sessions. Most adjunct faculty have limited availability as they often teach at other institutions or have other full-time jobs. To address this need, training sessions will be scheduled in the evenings as well as during the day. Sessions will also be recorded and available at a later date, while this does not provide the same experience, it does offer supplemental resources for those who may have to arrive late due to scheduling conflicts.

#### **Addressing range of ability**

The group of learners receiving this training could vary in ability and understanding within the Learning Management System (Blackboard). To help address this, prerequisites are listed, and supplemental training is available to help faculty meet those prerequisites.

Outside of the system, it will be beneficial for faculty to have an idea for how they would like to use the system. While it is not required, having an understanding of what a person would like to accomplish, will help them apply the information to a relevant topic or idea. To help address those who do not have ideas of how to implement the system in their content area, suggested instructional design ideas will be provided throughout the session.

#### **Effective and appealing instruction**

To complete this training effectively, faculty will need to be presented with purposeful ideas as how to apply the new technology to their instructional environment. This is why we will focus not just on how to use the tool, but also share instructional ideas for implementing videos within a course.



## Part 4– Design (and Development) Plan

This step includes the following: Goal, Performance Objectives, Assessment Instruments, and Instructional Strategies – Complete the tables below for the Objectives, Assessment, and Instructional Strategies. (Optional – Brown & Green chapter 6 may help)

What is the Learning Goal?

As a result of implementing this training, instructors will be able to amplify learning within any course using created video materials. Instructors will be able to measure the impact and assess student engagement, and the correlation between video engagement and student success with the use of video analytics.

### Technology – Hardware (Click boxes of all equipment needed.)

<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> VCR	<input checked="" type="checkbox"/> Projection System
<input type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera	<input type="checkbox"/> 35mm Camera
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Scanner	<input type="checkbox"/> Video Conferencing
<input type="checkbox"/> Television	<input type="checkbox"/> DVD Player	<input checked="" type="checkbox"/> Microphone
<input checked="" type="checkbox"/> Other: Webcam		

### Technology – Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Microsoft Word	<input type="checkbox"/> Microsoft Front Page	<input type="checkbox"/> KidPix
<input type="checkbox"/> Microsoft Excel	<input type="checkbox"/> Microsoft Internet Explorer	<input type="checkbox"/> Inspiration
<input checked="" type="checkbox"/> Microsoft PowerPoint	<input type="checkbox"/> Worldbook Online	<input type="checkbox"/> E-Library
<input type="checkbox"/> Microsoft Publisher	<input type="checkbox"/> LiveText	<input checked="" type="checkbox"/> Blackboard/WebCT
<input checked="" type="checkbox"/> Other: Kaltura, Firefox or Google Chrome		

### Accommodation Options (addressing special needs or issues)

What population does this accommodation apply to?	Describe the accommodation(s) that will assist this population. How are they helped by the accommodation(s)?
A learner who is deaf	<ul style="list-style-type: none"> <li>• Sign language interpreter</li> <li>• Closed captioning on videos</li> </ul>
A learner who has difficulty processing information.	<ul style="list-style-type: none"> <li>• Record face-to-face sessions for on-demand access.</li> <li>• Allow additional “wait” time when asking a question</li> <li>• Ask for responses in various ways (i.e. written response, quick surveys in addition to the question-answer format).</li> </ul>

<b>Objective</b>	<b>Instructional Strategy</b>	<b>Assessment</b>
Decide how they want to deliver video instruction in their course	Face-to-face instruction providing an overview of options and ways to publish videos with Blackboard	Throughout the training, learners will be asked to publish a variety of content to the available areas.
Know how to upload previously created videos	Face-to-face instruction demonstrating how to upload a previously created video.	After demonstrating how to upload media to the media gallery, learners will be asked to publish a provided video to the Media Gallery.
Know how to create a webcam recorded video	Face-to-face instruction demonstrating how to create a webcam recording.	After demonstrating how to publish a video to a content area, learners will be asked to create a course welcome message using the webcam recording feature and publish it to the home page.
Know there are other types of video content available for creation	Face-to-face instruction mentioning the other types of content that can be created.  Video tutorials providing information on how to create available content.	Learners will be asked to create a video lecture and in-video quiz after the completion of the video-tutorial trainings. Completion of this step will provide a post to their training transcript.
Know how to access and download analytic reports	Video tutorials providing information on how to run and print report.	Learners will be asked to submit a printed analytics report to receive the completion mark on their training transcript.
Create an in-video quiz	Video tutorials providing information on how to create an in-video quiz.	Learners will be asked to create an in-video quiz after the completion of the video-tutorial training. Completion of this step will provide a post to their training transcript.
Create a video lecture	Video tutorials providing information on how to create a video lecture.	Learners will be asked to create a video lecture after the completion of the video-tutorial training. Completion of this step will provide a post to their training transcript.

## ID Plan Rubric

<b>Item</b>	<b>Meets Expectations (40-50 points)</b>	<b>Below Expectations (30-39 points)</b>	<b>Not Acceptable (0-29 points)</b>
<b>Needs Analysis Structure</b>	The needs analysis plan included all procedural elements of the needs analysis, provided fully completed procedures.	The plan included all procedural elements of the needs analysis and mostly completed each element.	The plan was missing major procedural elements of the needs analysis and/or failed to fully complete plan elements.
<b>Needs Analysis Logic/Feasibility</b>	The needs analysis was logical and feasible. The analysis clearly portrayed the need and the intervention was ideal for the need.	The analysis was logical and feasible.	The analysis lacked logic and/or feasibility. The intervention was not clearly connected to the need.
<b>Task Analysis Structure</b>	The task analysis plan included all procedural elements of the task analysis, provided fully completed tasks.	The plan included all procedural elements of the task analysis and fully completed each element.	The plan was missing major procedural elements of the task analysis and/or failed to fully complete plan elements.
<b>Learner Analysis</b>	The plan included all elements of the learner analysis, and provided fully completed analysis.	The plan included all elements of the learner analysis and a completed analysis.	The plan was missing major procedural elements of the learner analysis and/or failed to fully complete plan elements.
	All learner characteristics are identified with student entry competencies, and learning styles are clearly identified.	Most learner characteristics are sufficiently identified and learning styles are identified.	General learner characteristics are not identified with learner entry competencies and learning styles are not identified.
<b>Learner Analysis Logic/Feasibility</b>	The analysis was logical and feasible. The analysis clearly portrayed the learner and the intervention was ideal for the need.	The analysis was logical and feasible.	The analysis lacked logic and/or feasibility. The intervention was not clearly connected to the learner.
<b>Goal</b>	The goal statement is clearly stated.	The goal statement is stated.	The goal statement is insufficiently stated.
<b>Objectives</b>	Objectives are complete and well written	Includes some appropriate objectives but lacks some development	Are incomplete and do not connect well with the learning target.
<b>Assessment Instruments</b>	The type of assessment is congruent with the performance objectives.	The type of assessment is fairly congruent with the performance objectives.	The type of assessment is not congruent with the performance objectives.
<b>Instructional Strategy</b>	The selections of media and delivery system are clearly stated	The selections of media and delivery system are stated	The selections of media and delivery system are not clearly stated