Instructional Design and Technology Services

Guide to Services

Instructional Design and Technology Services (IDTS) works with faculty to lead efforts to promote course quality and improve the design, development, teaching/delivery, and subsequent evaluation of student-focused, outcomes-based curriculum and instruction for face-to-face, hybrid/blended, and online courses and programs. We provide instructional technology and pedagogical support to faculty and instructors in the School of Communication and Information at Rutgers University.

This guide provides an overview of the primary IDTS services with brief descriptions, estimates of the time needed to adequately complete projects, and, where applicable, major milestones.

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**Curriculum Design**

**Description:** Curriculum design generally refers to designing a set of courses in a program/specialization/track, multiple sections of the same course, or some combination thereof. The focus is on ‘alignment’ to ensure that course learning objectives are well-crafted based on Bloom’s Taxonomy and align with course assessments across course sections, and that courses within an area show consistency and support and complement each other without being redundant or having gaps in content. Much of this work is done to align areas with program goals. Participants can include department chairs, program directors, instructors, and/or IDTS staff.

**Estimated Time Commitment:** Contingent upon scope of project; weeks-months.

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**Full Course Design and Development (or Course Redesign)**

**Description:** Whether an online, hybrid, or face-to-face course, an instructor and an IDTS staff member work together on all aspects of the course from the design (or re-design) of the course syllabus/schedule through the development of the course in the course management system (eCollege, Sakai, if applicable) including the course structure, course content (readings, lectures, digital media, resources), assessments (papers, individual and group projects, discussions, and activities) with grading rubrics, and/or a Gradebook. This also includes an orientation to using the course management system and other instructional technology, as needed.

Work completed will result in a course that is rigorous, engaging, interactive, well-structured, based on sound pedagogical practices, and in which the instructor is prepared to teach the course. In the case of a course redesign, an existing syllabus and/or course shell may exist but the course requires a new design and development cycle.

Examples of a full course design and development:

- New SC&I course (never been taught before in any format - FTF, hybrid, or fully online)
- New online or hybrid course (course transition; was taught as a FTF course)
- Course redesign (course shell exists but requires a full re-design)

**Estimated Time Commitment:** 1 full semester lead time, 4-5+ hours/week for instructor (mixed meetings and independent work) working with instructional designer/technology specialist. Working sessions with the instructional designer (ID) are approximately 2-3 hours per session each week during the project.
Principal Milestones:

1. Initial planning meeting
2. Review/revise syllabus: course learning objectives & aligned assessments, grading, key assignments, course outline/course schedule, & other required components
3. Create course shell
4. Copy model frameworks (Course Home & other templates)
5. Develop course structure
6. Create groups (if needed)
7. Develop model unit (week): readings, lectures, media, resources, activities, papers, discussions, etc.
8. Design rubrics for assessments
9. Develop key projects (deconstruct into stages with scaffolding)
10. Develop course (all units/weeks based on model unit as template)
11. Develop Course Home
12. Develop Gradebook
13. Publish course (Sakai only)

Course Transition (generally face-to-face to online or hybrid)

Description: This process starts with an analysis and needs assessment of the present course with a syllabus review and often results in the equivalent of a full course design and development (or redesign) given the work that needs to be done to address the new delivery approach.

Estimated Time Commitment: 1 full semester lead time, 4-5+ hours/week for instructor (mixed meetings and independent work) working with instructional designer/technology specialist. Working sessions with the ID are approximately 2-3 hours per session each week during the project.

Milestones: Generally the same “Principle Milestones” as a Full Course Design and Development (or Redesign).

Face-to-Course with Web-Enhanced Component

Description: Instructors who teach a face-to-face course may opt to include a “web-enhanced” component using a course management system (eCollege, Sakai). Course materials such as PowerPoint lectures, readings, videos, and other resources can be added to the course shell for students to access, and also assessments (assignments) such as discussion boards, papers, and
projects, as well as a course Gradebook. A web-enhanced component can be minimally developed or fully developed similar to a full course design/development (redesign or transition), if adequate lead time is given.

**Estimated Time Commitment:** 2+ months lead time, 4-5+ hours/week for instructor (mixed meetings and independent work) working with instructional designer/technology specialist. Working sessions with the ID are approximately 2 hours per session each week during the project.

**Milestones:** Contingent upon scope of project. If a fully developed course shell is desired, the “Principal Milestones” will be the same as a Full Course Design and Development (or Redesign or Transition).

### Syllabus Review with Revision/Enhancement

**Description:** A Syllabus review may take place for a new course proposal or when a course transitions from being a “Special Topic” to an ongoing course offered in a program of study. The focus of the Syllabus review is on ‘alignment’ to ensure that course learning objectives are well-crafted based on Bloom’s Taxonomy, are aligned with course assessments across course sections, demonstrate that courses within an area show consistency and support and complement each other. Much of this work is done to align areas with Program goals. In addition, the Syllabus review ensures that required components are included such as Methods of Assessment, Grading Scale, Key Assignments with descriptions, Course Outline/Course Schedule, Course Policies, and other essential components. Revisions and enhancements to the Syllabus may result as part of the review. The Syllabus review typically is undertaken prior to submitting it to the Department and SC&I Curriculum Committees to ensure sound instructional methodologies are incorporated in the Syllabus design (or redesign).

**Time/Milestones:** Multiple working sessions; Contingent upon scope of project.

### RU Core Curriculum Assessments

**Description:** Consultations and/or development of assessments that correlate to the RU Core Curriculum standards and alignment with course learning objectives, course assessments, and course rubrics.

**Time/Milestones:** Multiple working sessions; Contingent upon scope of project.
Active Learning/Project-Based Learning/Assignment Creation

**Description:** Active/Project based learning seeks to involve and engage students in their learning by making them active in the process. Examples of active learning techniques are collaborative projects, problem-based learning, case study, teach-backs, debates, role-playing, jigsaw group projects, peer review/evaluations, journaling, and spending in-class time working on projects and activities.

**Timeline:** 1-2+ working sessions per exercise/assignment (approx. 2 hours/per session)

Instructional Technology Orientation

**Description:** Orientation to course management system (e.g., eCollege, Sakai) or other instructional technology such as collaborative tools (e.g., Google Apps, Pinterest, Diigo), Panopto, iClickers, media integration, lyndaCampus, web conferencing and other synchronous tools (e.g., Skype, Google Hangout).

**Timeline:** 1-2 working sessions per tool (approx. 2 hours/per session)

Course Teaching/Facilitation

**Description:** A full course design/development (or redesign) typically includes meetings throughout the semester with the instructor to discuss the course progress and at the end of the semester for a debriefing session of the teaching experience.

**Timeline:** 1-3 working sessions (approx. 2 hours/per session)