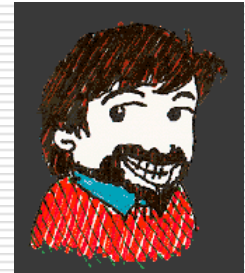


Online Instructional Design Workshop for Distance and Flexible Learning



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Distance and Flexible Learning Support Centre
University of South Pacific, FIJI

Day One: Motivational Design

- ❑ Let's make your DFL material more appealing: Motivational Design
- ❑ What are motivational obstacles DFL students are facing?
- ❑ How DFL materials can be of their help?
- ❑ Keller's ARCS motivational design model
- ❑ Audience analysis and motivational enhancement strategies : A revision Plan

Day Two: Instructional Strategies

- ❑ Let's make your DFL materials more effective: Instructional Strategies
- ❑ What makes learning difficult to the DFL students?
- ❑ How DFL materials can be of their help?
- ❑ Gagne's Nine Events of Learning
- ❑ Merrill's Five Start Instruction
- ❑ Examination of material components for effective instructional strategies: A revision Plan

Day Three: Multimedia, or not?

- ❑ How would it be different to prepare DFL materials in Print format, Video Broadcasting, and WebCT? How can we better serve the students by introducing multimedia format?
- ❑ Is WebCT better than Print (Book) format in every case? Are we going to WebCT for ALL of our courses? Why not?
- ❑ History of multimedia to accomplish interactivity
- ❑ When and How should we be moving toward WebCT? What should we keep, even in the area of multimedia, from the tradition of Print-based courses?

Day Four: Production Process Design

- ❑ Let's make your DFL material production process visible: Production Process Design
- ❑ What phases do you follow when you produce DFL materials?
- ❑ What are the roles each member of your team playing?
- ❑ ADDIE model of Instructional Design Process
- ❑ Common Minimum Requirements for each development phase: Design checklists

Day Five: Train the Trainer (T³)

- ❑ Let's make the course writers (SMEs *) more cooperative: Train the Trainer
- ❑ What information do you require for SMEs to provide when starting DFL production?
- ❑ How do you get more structured information from SMEs?
- ❑ Course Planning in ID way
- ❑ Starting Kits to be submitted to DFL team from SMEs: USP-DFL Course Planning Checklist

*** SME=Subject Matter Expert, those who know the contents but not necessarily know how to teach in distance**

Day Six: Reflection for Presentation

- ❑ Let's sum up the workshop by preparing for presentation: Reflection
- ❑ What have we learned from the workshop?
- ❑ How we changed our ID capacity from prior to the workshop to after the workshop?
- ❑ Immediate Application of what we have learned: Presentation Planning to share our learning with interested professionals of adjunct units

Day Seven: Presentation

Objectives

Basic Structure of ID Workshop

- 09:00-09:05 Attendance Checking
- 09:05-09:15 Introductory talk
 - PowerPoint presentation #1
- 09:15-09:45 Groupwork #1
- 09:45-10:10 Group Presentation #1
- 10:10-10:30 Break (tea time)
- 10:30-11:00 Short lecture
 - PowerPoint presentation #2
- 11:00-12:00 Groupwork #2
- 12:00-13:00 Group Presentation #2
- 14:00-17:00 Individual consultation (optional)
 - available at Multimedia Room, DFL

Introduction

- AIDMA Theory: to be saved for open lecture?