

Online Instructional Design Workshop for Distance and Flexible Learning: DAY 5



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for ICT Capacity Building at USP

with an assistance of
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Oct. 18 – Nov. 5, 2004
Distance and Flexible Learning Support Centre
University of South Pacific, FIJI

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

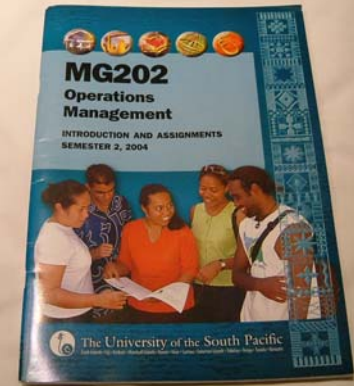
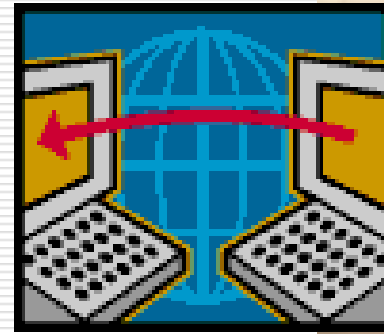
***SME=Subject Matter Expert, those who know the contents but not necessarily know how to teach in distance**

Day Five: Train the Trainer (T³), or train ourselves?

- Let's make the course writers (SMEs *) more cooperative: Train the Trainer
- Or, shall we make ourselves more trained and well communicated with each other, by pursuing Common Minimum Requirements for each Design checklists?
- We can prepare our documents to serve for both purposes, can't we?
- What information do you require for SMEs to provide when starting DFL production?
 - Starting Kits to be submitted to DFL team from SMEs: USP-DFL Course Planning Checklist
 - This is **Blue Print**.

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

Workshop Day Five: Train the Trainer (T³) or Train ourselves



Mission Five: Let us be ready to talk with CW by spell out what documents we need for each development phase for DFL: Design checklists.

Learning Objective: You will come to agreement about what should be asked/prepared to proceed to the next step of development phases, in a form of design checklist. (A left-over from Day 4)

Outcome: Design checklist for each phase of material development, as well as work flow for each member of the design teams (Same as Day 4)

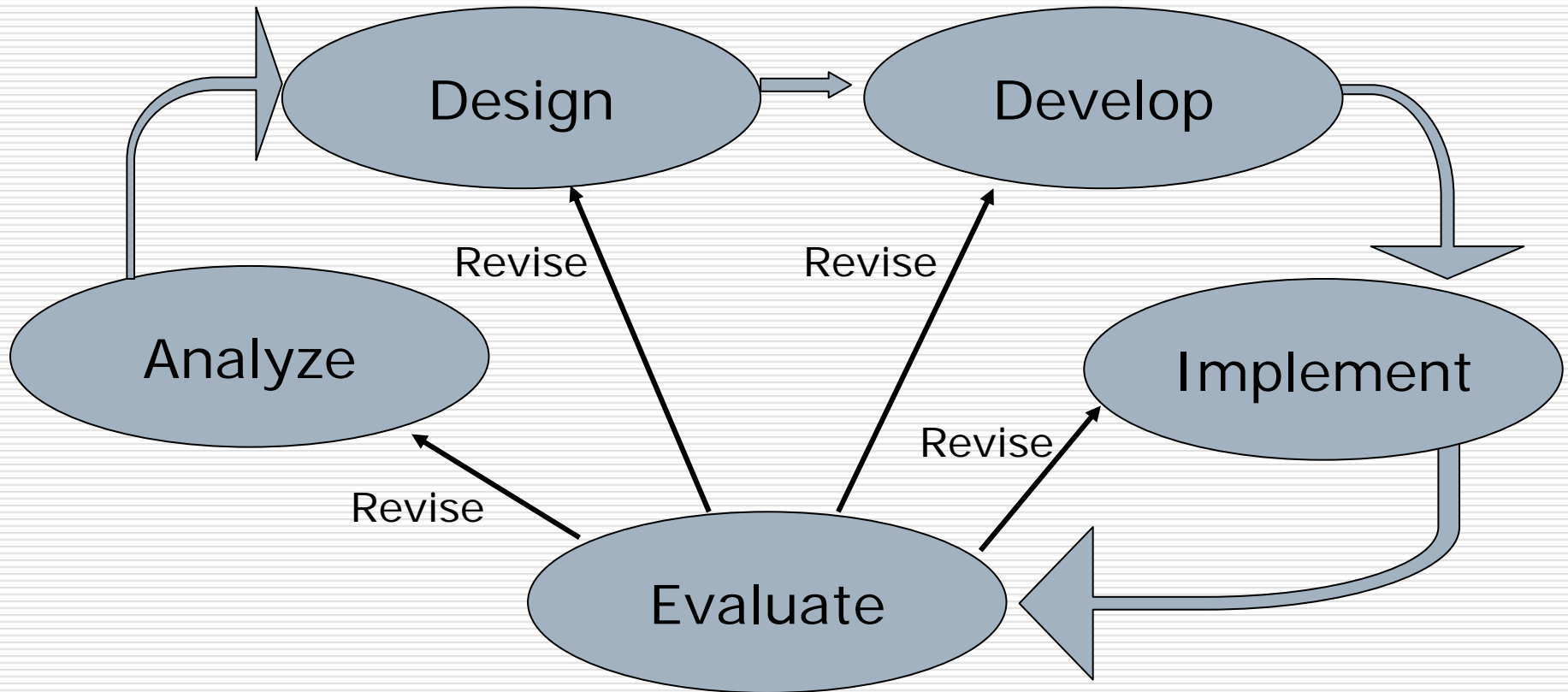
Criteria: Should be some room for creativity for each team, but minimum requirements should be agreed upon by all the members in the workshop.

Day Five: Production Process Design (Part II)

Schedule

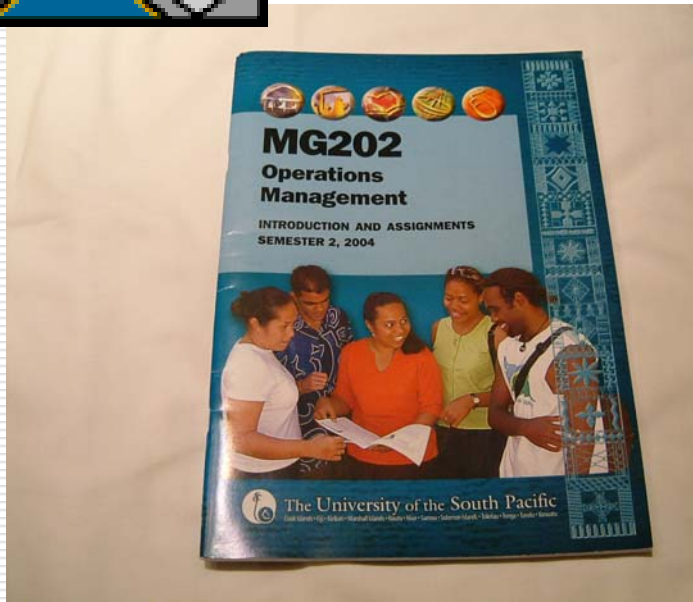
- Discussion 5-1: What should we have as an output from each phase of production?
 - Who should be the person in charge for each of the output?
 - Groupwork 5-1: Form a taskforce for each output to determine minimum requirements.
 - Morning Tea Break--
 - Groupwork 5-2: Identify major steps toward completing the output.
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ADDIE model: a generic model for Instructional Design process (version 3)



Discussion 5-1: What should we have as an output from each phase of production?

(discussion with all the participants until we come to an agreement)



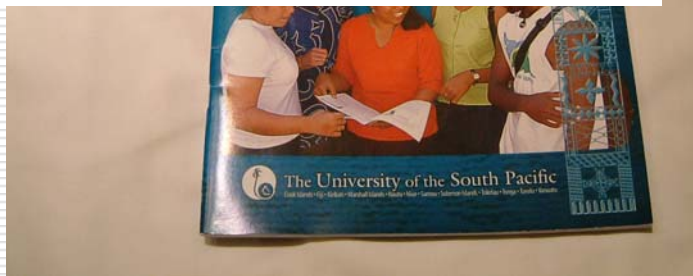
- How many phases do we have?
- What are the output of each phase?
- Who should be the person in charge for each of the output?
- Refer Worksheet 4-2 and let's make an agreement.

9:45-10:10

Groupwork 5-1: Form a taskforce for each output to determine minimum requirements. (30min discussion, then group presentations)



- (1) Blueprint
- (2) Prototype
- (3) I&A
- (4) Print except I&A
- (5) Non Print (MM)
- (6) Course Improvement Document



- What should be items (components) in the output that your group is assigned?
- What are the quality standard (MUST HAVEs) for each required component?
- Use Worksheet 5-1 for this groupwork.
- Be ready to explain, since you are the only group working on the output.

9:45-10:10

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- Discussion 5-2 will start after

Coffee Break?



11:00-11:30

Groupwork 5-2a: Identify major steps
toward completing the output
(30 min discussion + presentation)

- Determine what are needed steps in preparing the output?
- What are the specifications that must be met, in order to the output to be acceptable?
- From what sources of information can the necessary information be obtained?
- Use Worksheet 5-2 to summarize your ideas.

11:30-

Groupwork 5-2b: Common Minimum Requirements for each output: Design checklists: An agreement (30min discussion by all participants)

- Let's have a consensus as to:
 - Required components of the output in each development phase
 - Quality standard of each component
 - Required steps to make the output

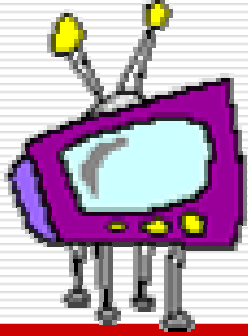
Announcement

- You are coordinately invited to participate in an open lecture by Prof. Katsuaki Suzuki and his associates, held on
 - November, 2, 2004, 10:00-12:00
 - At Venue: SO24
 - Title: Instructional Design & Multimedia: Reflections on the Distance Education Unit Workshop
 - Refreshment will be served at the venue after the lecture.
 - Prof. Suzuki will host Lunch at 13:00 in DFL meeting room. All Workshop participants are welcome for his final appearance at USP.
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Congratulations!

- You have completed all the tasks in ID Workshop for USP-DFL prepared by Prof. Katsuaki Suzuki, a short-term JICA expert in the field of online instructional design.
 - As a token of your accomplishment, you will be presented a memorandum, personally brought by Prof. Suzuki to FIJI from Japan.
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Misleading TV Commercials?

- International Advertising Festival, 19-24 June, 2000, Cannes, France
 - Creative films, press & posers
 - Same examples:
 - creative use of visuals?
 - creative use of sounds?
 - creative scenario?
 - Do you understand them?
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