## Online Development Process Deliverables

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Process Map

Based upon the User-Centered Design Process Map at Usability.gov
Plan

Develop a Plan
Roles: Director Academic Operations, Dean, Associate Dean, Project Manager, CDS

Write a Statement of Work (SOW)
Roles: Director, Project Manager, Associate Dean
- Deliverables and due dates
- Individual tasks that lead to the deliverables and who they are assigned to (i.e. MS Project Online framework)
- Resources needed for the project (e.g. facilities, equipment, QA procedures, etc.)
- Governance process
- Costs and deadlines for payment

Assemble a Team
Roles: Director, Project Manager, Associate Dean
- Assign ID, CDS, Media Developer, SMEs

Hold Kick-Off Meeting
Roles: Project Manager, Associate Dean(s), SME(s), CDS, IDS, Graphic Designer, Multimedia Developer
- Project Manager and or CDS/ID schedule a kick-off meeting
- Team member introductions
- Share project goals, deadlines, deliverables, & processes
Analyze

Current Program and/or Course(s)
Roles: Project Manager, CDS, IDS
- Environmental scan of existing course and programs at Mohawk and Provincially
- What do we have to work with?
- Past / Current success
- Past / Current challenges
- Opportunities for success

Learn About Learners
Roles: Project Manager, CDS, IDS, UDL Consultant
- Who are your learners
  - What is their skill/comfort level with online learning
  - Why are they using the system?
- What behaviors, assumptions, and expectations color their view of the system?
- Existing pathways

Develop Personas
Roles: Project Manager, CDS, IDS, UDL Consultant
- Condense the research: Look for themes/characteristics of Learners that are specific, relevant, and universal to the system and its users.
- Brainstorm: Organize elements into persona groups that represent your target learners. Name or classify each group.
- Refine: Combine and prioritize the rough personas. Separate them into primary, secondary, and, if necessary, complementary categories. You should have roughly 3-5 personas and their identified characteristics.
- Make them realistic: Develop the appropriate descriptions of each personas background, motivations, and expectations. Do not include a lot of personal information. Be relevant and serious; humor is not appropriate.

Determine Disciplinary Norms to Teaching and Learning
Roles: Project Manager, CDS, IDS, SME
- Are there existing teaching norms in the discipline of study?
- If so, How can they best be supported and supplemented?
- E.G.: Nursing = Problem Based Learning, Mathematics – Chalk & Talk

Determine Requirements
Roles: Project Manager, CDS, IDS, SME, UDL Consultant
- Business Requirements: Define the objectives and what problems the course/program intends to solve (usability.gov, n.d.)
- User Requirements: Describe user expectations and how they will interactive with the course. Personas should outline the tasks learners want to complete (usability.gov, n.d.)
- Functional Requirements: provide details of how the course or course elements should behave and specify what is needed for development (usability.gov, n.d.)
- Quality-of-Service Requirements: Detail what characteristics a course or program must maintain in order to maintain its effectiveness and any constraints (usability.gov, n.d.)
- Implementation Requirements: Detail specific system requirements such as Synchronous Learning Platform, Video Capture, Publisher Resources, external site subscriptions, etc. (usability.gov, n.d.)

**Set Measurable Goals**

Roles: Project Manager, CDS, IDS, SME
- Identify project goals that are Specific, Measurable, Agreed upon, and Time Based (SMART)

**Design**

**Program Learning Outcomes & Essential Employability Skills / Vocational Learning Outcomes (PLOs & EE/VLOs)**

Roles: SME, CDS
- Shortlist Essential Employability Skills (EES)/ VLOs
- Adopt / modify EESs as appropriate

**Course Learning Outcomes (CLOs)**

Roles: SME, CDS
- Write Program Learning Outcomes ensuring support in achieving PLOs

**Align CLOs with PLOs & VLOs**

Roles: SME, CDS
- Quality check to ensure effective scaffolding PLOs/VLOs with CLOs

**Assessment & Delivery Strategies**

Roles: SME, CDS, IDS, Librarian, UDL Consultant
- Delivery
  - Identify mode(s) of content delivery
    - Textbooks, eBooks, etc.
    - Written content with supporting materials
    - Lecture Capture
    - Sourcing existing content (articles, websites, videos, learning objects, etc.)
      - Provide references/sources for all curated content
      - Seek support from Librarian as appropriate
    - Synchronous Online
  - Assessment & Evaluation
Identify Assessment and Evaluation Strategies, Details, and Instructions
  - Discussions
  - Writing / Essay
  - Individual vs Group work
  - Assignments / Project work
  - Quizzes and Tests
  - Evaluation Rubrics

Roles:
  - Training
    - Provide training as necessary for SMEs and course instructors (e.g. Panopto, Synchronous tools, eLearn@Mohawk, etc.)

Course Outline
Roles: SME, CDS
Populate Course Outline Template with the following items:
  - Course Description
  - Vocational Learning Outcomes
  - Program Learning Outcomes
  - Course Learning Outcomes
  - Elements of Performance
  - Course Content Outline by Topic
  - Outline of Evaluations, Weights, and Associated LOs
  - Required Learning Resources and Equipment (i.e. texts, readings, software, hardware, etc.)

Learning Plan
Roles: SME, CDS
Populate Learning Plan with the following items:
  - Weekly topics/modules
  - Readings or Course Content
  - Class Activities
  - Associated Assignments
  - Learning Outcomes / Elements of Performance

Activities, Assessments, and Evaluations
Role: SME, CDS, ID, UDL Consultant
Provide concepts, instructions, evaluation rubrics, and evaluation weighting
  - Active Learning Opportunities
  - Assignments & Projects
  - Tests & Quizzes
  - Evaluation Rubrics

Conduct Content Inventory
Roles: SME, CDS, Librarian
Conduct scan of previous course offerings, existing SME content, Library resources, and internet resources (YouTube, Lynda.com, TedTalks, AcademicEarth.org, Khan Academy, etc.)
Module Content

Roles: SME, CDS, IDS

- Introduction text
  - One to three paragraphs introducing the module topic and placing it in context with prior knowledge, previous modules, and courses
- List of Module Topic and Sub-Topics
- Elements of Performance
  - Identify modular Elements of Performance (EoPX) with association to Course Learning Outcomes (CLOs)
- Identify module resources
  - Readings
  - Videos
  - Activities / Assignments
  - Synchronous elements (i.e. online lectures, office hours, etc.)
- Time on Task estimations
  - Read
  - Watch
  - Complete
  - Attend
- Summary text
  - One to three paragraphs summarizing the module topic and content. Aim to cement connections with prior knowledge, previous modules, and courses while making connections to the next module or course.

Develop

Course/Module Theme(s) and Style(s)

Roles: IDS, Graphic Designer

- Customize themes, colour palettes, and CSS
- Design and develop course image, jumbotron images, illustrations, icons, badges, certificate templates, etc.

Modules & Pages

Roles: IDS, Graphic Designer, Multimedia Developer

- Build out modular structure in LMS
- Create and customize module pages as needed (overview, summary, activities, content, summary page, etc.)
- Integrate content (text, video, interactions, links, citations, timelines, tables, etc.) into course pages

Custom Activities and Interactions

Roles: IDS, Graphic Designer, Multimedia Developer

- Design and develop, or modify existing, online activities & interactions
Gradebook

Roles: IDS
- Build out Gradebook in LMS utilizing Grade Items, Categories, Schemes, & Formulas as appropriate

Dropbox Folders

Roles: IDS
- Create Dropbox Folders and integrate assignment instructions / resources
- Link Folders to grade items
- Link Folders to Content structure as appropriate
- Apply assignment submission and assessment settings
- Apply TurnItIn settings where appropriate
- Specify due dates, relative to course start (e.g. last day of week 3)

Quizzes

Roles: IDS
- Build out Question Library
- Create Quizzes and integrate quiz instructions
- Apply quiz submission and assessment settings
- Link Quizzes to grade items
- Start and end dates, relative to course start (e.g. last day of week 3)
- Specify total time allowed to attempt each quiz
- Specify total number of attempts allowed & how grade is calculated if allowing more than one (i.e. first, last, highest, lowest, average attempt)
- Specify whether any randomization of questions and/or answers/distractors is desired
- Link Quizzes to Content structure as appropriate

Discussions

Roles: IDS
- Create Discussion Forums and Topics and integrate instructions / resources
- Start and end dates, relative to course start (e.g. last day of week 3)
- Specify required restrictions on discussion topics if appropriate
- Link Discussions Topics to Content structure as appropriate

Other Tools as Appropriate

Roles: IDS, Graphic Designer, Multimedia Developer
- Create other LMS tool elements as appropriate
  - Rubrics
  - Checklists
  - Self-Assessment
  - Survey
Test & Refine

Usability Testing
Roles: CDS, IDS, Learner/User, UDL Consultant
  ● Testing content, quizzes, dropboxes, restrictions, etc. through multiple browsers

Implement & Retest
Roles: SM, CDS, IDS, Graphic Designer, Multimedia Developer, Learner/User
  ● Implementing revisions as determined in Usability Testing
  ● Testing updated items through multiple browsers

References