Course and Program Development with CETLOE Design Teams

Project selection

CETLOE prioritizes course and program development projects selected by the Associate Provost of Online Strategies and her Georgia State Online team. The Georgia State Online office negotiates development project terms, secures memoranda of understanding, and coordinates compensation for departments. See CETLOE's Opportunities for Hybrid and Online Programs page for more information.

Project Team Member Roles and Responsibilities

Here is a typical breakdown of project team member roles and responsibilities.

Faculty Leadership

Faculty leadership, usually department chairs or program directors, communicate project goals and expectations with faculty and select faculty with the expertise and time necessary to complete project work in the time allotted. Faculty leadership receive weekly updates regarding project progress.

Faculty leadership who have questions or concerns about a project's progress are encouraged to contact Justin Lonsbury, CETLOE's Director of Learning Design, at jlonsbury@gsu.edu, or Sarah Hepler, CETLOE's Manager of Learning Experience Design, at shepler2@gsu.edu.

Faculty

Faculty are the stars of the show. Among their roles and responsibilities, faculty outline goals and student learning outcomes for the course, select textbooks and learning platforms, select and develop activities and assessments, create new content, and clarify connections among different aspects of the course. Faculty share all course materials with the CETLOE design team, attend regular meetings, create a detailed project plan with a CETLOE learning experience designer, and complete work as outlined in the plan.

Faculty who have concerns about the project's aims and requirements are encouraged to discuss these issues with their leadership.

Learning Experience (LX) Designer

LX Designers serve as project managers, coordinating project plan development and execution, including the integration of CETLOE's multimedia production, learning technology, and learning analytics services. As the project's chief design consultant, LX

designers also perform a variety of other services, including but not limited to the following: maintaining an up-to-date course design checklist; assisting in the selection, design, and organization of course content, activities, and assessments; assembling course materials in iCollege; ensuring course accessibility and functionality; developing course teaching guides; and supplying weekly leadership updates.

The LX designer assigned to the project is the first point of contact for faculty. Additional questions or concerns regarding a project's progress or CETLOE's learning experience design services may be directed to CETLOE's Manager of Learning Experience Design, Sarah Hepler, at shepler2@gsu.edu.

Learning Analyst

CETLOE's learning analytics team can create engagement and outcomes reports to inform just-in-time interventions, target iterations, and test new ideas.

Each project's LX designer can coordinate meetings with CETLOE's learning analytics team. Questions regarding possibilities related to learning analytics can be directed to CETLOE's Manager of Learning Analytics, Chad Marchong, at cmarchong@gsu.edu.

Multimedia Developer

CETLOE's multimedia team can create a variety of media to increase engagement and deepen student learning. For most courses, multimedia developers can create custom graphics to give a course a consistent look and feel and improve course navigability. CETLOE's multimedia team also frequently works with faculty to create course introduction videos and provide basic post-production support for DIY videos. For a glimpse of other possibilities, check out some of our work at CETLOE.gsu.edu/studio.

Each project's LX designer will coordinate work with the multimedia team. Once production is complete, the LX designer, with help from the learning technology team, will ensure that items are accessible and correctly added to iCollege. Additionally, LX designers will work with multimedia designers to make sure that settings allow for appropriate sharing and data collection.

Faculty are encouraged to direct questions or concerns about ongoing media work to the project's lead multimedia designer. Questions or concerns about the multimedia development services in general, including processes and possibilities, can be directed to CETLOE's Manager of Multimedia Design, Mat Munson, at mmm@gsu.edu.

Learning Technologist

CETLOE's learning technology team provides expertise in the use and integration of learning technologies and platforms. In support of the project's learning experience designer, each team's learning technologist uses the course checklist to identify learning technology areas of concern or tools for improvement. Learning technologists also perform services including but not limited to the following: curating and creating learning technology support materials for faculty and students; delivering webinars or other training services for faculty; consulting on possibilities, use, and integration of learning technologies and platforms; assisting with course data collection; and reviewing courses for accessibility and functionality. Furthermore, if course materials will be used across several sections, the learning technology team can prepare elements for distribution.

Integrating learning technologies or platforms into iCollege courses takes time, so it's important that such needs are communicated early in the development process, ideally at least two months before the course launches. The project's LX designer can relay project-specific requests to the learning technology team and track progress. Other questions about learning technologies and platforms, integration into iCollege, and related support for faculty and students can be directed to CETLOE's Assistant Director of Learning Technology, Eric Floyd, at jfloyd23@gsu.edu.

High-level Project Timeline

Every engagement with a CETLOE design team is unique and shaped by the specific needs of faculty and their departments. However, here is a typical high-level timeline for a course that is developed in the fall and launched in the spring.

Fall Semester

- Early September – Existing course reviewed and detailed project plan completed. Tasks assigned. Regular updates scheduled.
- Early October – Required learning technology integrations identified.
- Thanksgiving – Course draft complete.
- End of Semester – Course accessibility and functionality reviews completed. Faculty developers sign off on course. Course snapshot created. Instructions provided for distribution to all sections. Faculty teaching the class participate in training.

Spring Semester

- Mid-January – Regular meetings scheduled to identify areas of needed improvement.

- May – Iterations completed and tested, course reviews and teaching guides updated, and new course snapshots created. Faculty training may also occur. New faculty teaching the class undergo training, if necessary.

Project Steps

Below, we've outlined several steps in a typical two-semester engagement, including team members who are usually involved and contact suggestions. Like project timelines, project steps will likely vary from project to project.

Review existing materials and create a custom project plan

Most development projects don't involve building entire courses from the ground up. When courses already exist, we like to use our course design checklist to identify any gaps between best practices and the current state of the course. A thorough course review can take up to a week. As soon as a project is selected for development, an LX designer will reach out to faculty to request access to the most representative version of the course and to set up a meeting to discuss recommendations. At that meeting, faculty and the CETLOE design team can review the checklist, prioritize recommendations, discuss faculty goals, establish benchmarks, create a development plan that can be executed in the time allotted, review roles and responsibilities, assign tasks, and schedule recurring meetings.

The course design checklist will be a shared document. The LX designer will maintain the checklist, but faculty and the learning technologist are encouraged to comment as well. As the project progresses, this shared review document will continue to be updated. Links to the checklist and project plan are included on leadership updates sent to the APOS, deans, department chairs, and program coordinators.

Questions about the course review process or about project plan creation can be directed to CETLOE's Manager of Learning Experience Design, Sarah Hepler, at shepler2@gsu.edu.

Creating a building section

For each development project, we create a new "building section" in iCollege where faculty and the CETLOE design team can all work together and track progress on the new or revised course. Although we will likely be pulling materials from several places to build the new or revised course, having a shared environment will ensure that everyone knows exactly where to track progress, test functionality, and make edits. Once the course is ready to go live, having a building section also allows for the CETLOE learning technology team to create a course snapshot that all instructors can pull from when

getting their own sections. The building section stays intact to facilitate quick iterations and the creation of new course snapshots or templates.

During the initial review and project plan creation, LX designers will submit a ticket to create the project's building section and share access instructions when available. Questions about iCollege building sections can be directed to the project's LX designer.

Building the course

Courses are put together within the building section following the project plan. This is the stage when development projects will likely follow a variety of paths. For example, one faculty team might be developing a lot of new content and developing new assessments, while another team might focus more on using a publisher platform and developing a complementary communication strategy. The details of each project's goals and benchmarks are outlined in their unique project plan and progress updates are provided based on achievement of project-specific benchmarks.

Here is a sampling of common tasks during a development project:

- Analysis, refinement, and mapping of course goals and student learning outcomes
- Participation in design thinking exercises aimed at encouraging student-centered course development
- Backward design of assessments and activities based on course goals and student learning outcomes
- Development of assessment strategies that prioritize authentic assessment and promote academic integrity
- Selection of textbooks, learning platforms, or other content that align to learning outcomes, prioritizing low-cost or no-cost resources whenever possible and appropriate
- Review and modification of course materials to ensure adherence to universal design principles
- Development of communication strategies that encourage positive academic behaviors and a growth mindset
- Foregrounding of relevant campus resources, including but not limited to library, tutoring, training, and technology help resources
- Development and integration of opportunities for student metacognition
- Integration of TILT (Transparency in Learning and Teaching) best practices
- Creation of media to promote engagement and deepen student learning.

Setting up data collection

CETLOE's learning analytics team can help integrate data collection and visualization resources that promote just-in-time communications, help target iterations, and test new ideas. This resource requires input from many team members. Faculty work with the LX designer to identify where data might be most helpful. Then, working with a learning analyst and learning technologist, the LX designer can ensure that course materials and gradebook items are structured in ways that generate data the analysts can use and share.

The LX designer is the initial point of contact to discuss data collection. The LX designer will then coordinate necessary meetings with the learning analytics and learning technology teams.

Contributing to iCollege repositories / Best practices archives

Throughout the development and implementation semesters, development teams will likely create learning objects (assignments, assessments, videos, how-to explanations, syllabus elements, surveys, metacognitive breaks, etc.) that might inspire colleagues or be useful in other courses. Each development team's LX designer will coordinate additions to relevant sharing environments.

Faculty who have questions about repositories relevant to your course and program can contact their LX designer or CETLOE's Assistant Director of Course and Program Design, Will Kerr, at wkerr1@gsu.edu.

Creating teaching guides and training faculty

Throughout the development and implementation process, development teams will create teaching guides that provide descriptions of modules, an overview of the pedagogical decision making that went into their creation, access to relevant technology resources, suggestions for personalization, and more. Also, if requested, the development team can offer training for faculty who will be teaching the course. This can include learning technology training, reviewing the teaching guide, discussing the assessment and communications strategies, and more.

Faculty are encouraged to work with the project's LX designer to identify training needs. The LX designer will coordinate the training.

Testing courses, creating snapshots, and copying courses

After development has been completed, each course undergoes a thorough accessibility and functionality review. Faculty, the LX designer, and the learning technologists will review automated and scheduled communications, release conditions, video captioning

and other accessibly considerations, technology integrations, gradebook naming conventions (if partnering with CETLOE learning analytics), and more.

Once course testing and final modifications are complete, a snapshot is created to facilitate copying into other sections and preservation of the building course. Instructors are given instructions on how to copy course components into their own sections.

Piloting the new/revised courses and making iterations

During the first semester the new and revised course is taught, faculty will meet regularly with the project's LX designer to track engagement and outcomes, monitor embedded surveys, and review student and faculty feedback. This information will be used to identify areas of needed improvement and make necessary adjustments or additions.

LX designers will work with faculty to schedule regular meetings and integrate other CETLOE services, as necessary.

Completing final course reviews and making recommendations

At the end of the implementation semester, the CETLOE LX designer will complete a final review of the course using the course review checklist, providing recommendations for further improvements. Then, an updated snapshot will be created that faculty can use to copy new materials into their individual sections. If necessary, faculty training can be provided.