Instructional Design Team Handbook

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The Online Course Development Process

Programs and faculty seeking to develop online courses and/or programs should be aware that quality web-based course development is likely to require substantial redesign of most courses, if the content is coming from a face-to-face course. Programs and faculty receiving support agree to follow processes developed by the Instructional Design Team @ LAI to ensure quality course design and delivery.

Developing an online course takes more preparatory work than typical on-campus courses. Virtually all course material needs to be complete before the course begins, unlike face-to-face courses. Finished courses are reviewed using the Quality Matters Rubric for final approval before they are released.

The goal of the Instructional Design Team is to remove all technical and production burdens so that faculty can focus on thinking creatively about the online environment and build pedagogically engaging materials. The Team will help every step of the way in thinking about how to structure the course and in deciding what elements to include for maximum effectiveness.

There are four main phases in the online course development process:
- Phase I: Planning
- Phase II: Design
- Phase III: Development
- Phase IV: QM Review and Process Evaluation

Below is a brief overview; the phases will be discussed in detail moving forward. The circle indicates that this is an iterative process; steps will likely overlap and return as the process needs.

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- Design activities and assessments

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QUALITY MATTERS
QM

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Instructional Design Team: Instructional Designer Handbook
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Preparing Course Development Materials

Additional materials needed for this step can be found in the 01_Prep and Planning Drive folder.

Before the course development can begin, IDs must prepare the online materials. IDs should:

- Confirm that the assigned course was approved by the school with the Director of Instructional Design.
- Read through each phase detailed in this handbook.
- Set up the Google Drive Folders for the course and invite faculty to them. To do this:
    - Click the down arrow next to the 00 Templates header
    - Click download and save to your computer
    - Upload the Templates folder from your computer to the current production cycle's corresponding program folder (CCAS, ESIA, LAW, GWSB, etc.)
        - Please make sure you do not accidentally use the templates folder itself; this is the folder that everyone copies, so it must stay unedited.
        - When uploading to Google Drive, please check your settings to ensure documents are converted from Word to Google Doc format when uploaded.
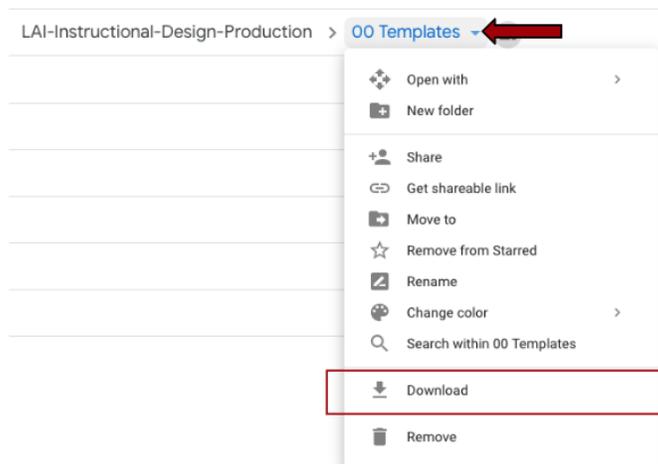
- Review files in each Google Drive folder and reference folder.
- Copy and paste the welcome email to new instructors in an email.
    - The bolded and capitalized words should be personalized to the project. IDs may update the phrasing of this email to match their personality and style; however, the content should remain the same.

Phase I: Planning

Phase I is Planning. During this stage, IDs work with faculty members to discuss the learning goals for the course and plan the course layout and structure. This phase is the foundation of the online course development process.

Content Collection and Planning

The planning step will reference documents in the 01_Prep and Planning Drive Folder.
- Please make sure you do not accidentally use the template documents.

This step begins with the Kick-off meeting between the Instructional Design Team and faculty members. Please refer to the Instructional Design Team's Launch PPT for specific discussion points featured in this meeting.

During this step, the ID should:
- Work with faculty to create the DEV course and add the ID as a TA.
  - This gives the faculty ownership of their course and content. All future content will be added into the DEV course.
  - DEV Course Naming Convention:
    - DEV_CourseID_CourseTitle_DevelopmentSemester
    - Example: DEV_IAFF6222_Transnational-Security_Fall2018
    Drive Document: Instructions on how to create a DEV course
    Drive Document: Instructions on how to add a TA
- Create a schedule in Monday.com, based on the Template/Sample Project.
  - Go to Template Actions > Create Project.
  - Note: The steps in Monday.com also serve as a guide for the production process described in this handbook.
- Work with faculty to add the library staff as "course builders."
    Web Link: Course Builder Access
- Work with faculty to gather existing course materials such as previous syllabi, assignments, PowerPoints, etc.
- Review existing course materials sent by the professors.
- Arrange a meeting to begin course design.

Role	Task(s)
The Professor will	Send the ID any existing course materials (learning content such as previous syllabi, assignments, PowerPoints, media, etc.)
	Create a development course in Blackboard and add the ID as a TA
The ID will	Review existing course materials
	Arrange a meeting to begin the course design

Analysis and Course Concepting

The planning step will reference documents in the 01_Prep and Planning Drive Folder.
- Please make sure you do not accidentally use the template documents.

This step is a continuation of Phase I, and uses the same folder as Content Collection and Planning.

During this step, the ID should work with faculty and SDLI to:
- Fill out the Scope of Work Questionnaire and Needs Analysis. (You can ask the faculty to fill out the Needs Analysis in advance.)
- Begin drafting the Media Plan.
  - Note: This document is housed in the SDLI folder system. Once your course folder is created by the media team, you should gain access to edit this document. Check with your media PM if you do not have access.

The ID should work with faculty to:
- Fill out the Course Alignment Map.
  - Because the learning objectives relate to the assignments and assessments, IDs will likely need to make some revisions to them at the assessment step. This can be an iterative process.

SDLI will work with faculty to:
- Determine feasibility of instructional media, and discuss digital storytelling.

Role	Task
The Professor, ID, and SDLI will	Fill out a Needs Analysis document Includes a brief history of the course and identifies what did/didn't work and what changes should be made
	Begin drafting the Media Plan Includes media titles, descriptions, time estimation, etc.
The Professor and ID will	Complete the Course Alignment Map Includes course objectives, learning activities, assignments, readings and potential media.
The Professor and SDLI will	Determine feasibility of instructional media. Discuss digital storytelling.

Phase II: Design

Phase II is the main online course development phase. Here, IDs work with faculty to create new, and revise existing, course content.

Content Design

The course design step will reference documents in the 02_Content Design Drive Folder.
- **Please make sure you do not accidentally use the template documents.**

This step should occur concurrently with the media design step to ensure that all content flows well together.

During this step, the ID should:
- Confirm the [credit hours](#) for the course.
- Meet with the library (if needed) to discuss available GW resources, OERs, and Copyright Issues as related to readings and media.

The faculty member should:
- Send the ID any third-party materials (such as YouTube videos, podcasts, etc.).

The ID should work with faculty to:
- Finalize the course [Syllabus](#).
- Finalize course activities and assignments.
- Finalize grading criteria.
  - Encourage the faculty to use rubrics.

The ID should:
- Review materials for accessibility, sustainability, and copyright.
- Finalize and submit the reading list to the Course Reserve Librarian.

Role	Task
The Professor will	Send ID any third-party materials (YouTube videos, podcasts, etc.)

Role	Task
The Professor and ID will	Finalize the course syllabus, course policies, etc.
	Finalize course activities, course assignments, and grading criteria

Role	Task
The ID will	Review materials for accessibility, sustainability, and copyright
	Finalize and submit the reading list to the Course Reserve Librarian

Media Design

The media design step will reference items in the SDLI Drive Folder system.

This step should occur concurrently with the content design step to ensure that all content flows well together. The media production stages and responsibilities are described in detail below.

SDLI should work with faculty to:
- Pre-produce media content with the final media plan towards designing the visual story and narrative.
- Write and review faculty scripts. Edit as necessary.
- Establish the visual design, including color scheme. Storyboard as necessary (with scripts).
- Select and create any visuals, graphics or real-world images.
- Faculty compile any necessary slides/materials and graphics for recording.

Role	Task
The Professor and SDLI team will	Pre-produce media content with the final media plan towards designing the visual story and narrative.
	Write and review faculty scripts. Edit as necessary.
	Establish the visual design, including color scheme. Storyboard as necessary (with scripts).
	Select and create any visuals, graphics or real-world images.
	Faculty compile any necessary slides/materials and graphics for recording.

Phase III: Development

During Phase III, the IDs are working with faculty and SDLI to create new course media and add content into Blackboard.

Blackboard Development

The platform development step will reference documents in the 03a_ Blackboard Development Drive Folder.
- Please make sure you do not accidentally use the template documents.

This step should occur concurrently with the media development step to ensure that all content flows well together.

The ID first should be made a TA in the instructor's Blackboard development course, and then copy the Instructional Design Team template to the DEV course. There are two possible ways to do this: (1) using Course Copy or (2) using a zip file.

Note: It is recommended that before copying the course over, delete the default Bb menu items in the instructor's DEV course, having ensured they contain no content. This eliminates the need to find and delete default Bb menu items after the copy is done.

Option 1: To copy the Instructional Design Team DEV template into the professor's DEV course using Course Copy, the ID will:
1. Return to the Instructional Design Team's DEV course
2. Navigate to to "Control Panel" under "Course Management"
3. Click "Packages and Utilities" then "Course Copy"
4. Under "Destination Course ID" click "Browse"
5. Select the instructor's DEV course from the list as the destination and click "Submit"
6. Under "Settings" click "Select All"
7. Under "Course files" make sure that "Copy links and copies of the content" is selected and click "Submit"
8. The Instructional Design Team's template should now be in the instructor's DEV course.

Option 2: To copy the Instructional Design Team DEV template into the professor's DEV course using a zip file, the ID will:
1. Click packages and utilities
2. Click import package/view logs
3. Click browse and select the zip file from your computer
4. Click select all
5. Click submit

After copying over the template, IDs should work with faculty to:
- Fill out the Course Blueprint.
  - Note: the most important part of this template is the weekly calendar and the Grading. Use GW's Academic Calendar to fill in the dates.
- Determine the tools needed for course activities and assessments.
  - Test out and demo relevant tools for the faculty and consult the ITL as needed.
  - The tools in the course should support the learning activities.

The IDs should:
- Upload course activities, course assignments, and grading criteria to Blackboard.
- Go through the template and ensure all areas are updated.
- Upload media through Kaltura (*My Media* in Blackboard).
  - Log into Blackboard.
  - Scroll down and click on My Media.
    - If you do not see My Media, go back to the top of your homepage.
    - Click Add Module.
    - Select My Media.
  - Click Add New.

○ Click Media Upload.
○ Select the file you want to upload.
○ Add the professor name and course number as separate tags.
○ Once the video is uploaded, publish it to the corresponding course.

- Upload media into the course.
    ○ Open the file in My Media.
    ○ Click Share.
    ○ Copy the embed code.
        ■ Use the first player skin.
        ■ Select the 400x285 player size.
    ○ Go into your Blackboard course.
    ○ Open the lecture content in the corresponding module/week.
    ○ Click Edit.
    ○ Click on the <> button in the Blackboard editor.
    ○ Paste the embed code.
    ○ Click Submit.
- Send media to Yordanos to be captioned.

Role	Task
The Professor and ID will	Complete the Course Calendar
	Finalize the course tools needed for each activity and assignment. Work with the ITL on this.

Role	Task
The ID will	Upload course activities, course assignments and grading criteria.
	Send media to be captioned and uploaded into the Blackboard course.

Media Development

The media development step will reference documents in the SDLI Drive Folder system.

This step should occur concurrently with the content development step to ensure that all content flows well together.

- SDLI should work with faculty to:
    ○ Discuss and plan for instructional delivery via video and/or audio.

- The faculty member should:
    ○ Record at-home video.

- SDLI should:
    ○ Produce visual content: Graphics, animations, charts, diagrams, etc.
    ○ Conduct and post-produce educational media. (Multiple stages of production.)

○ Share with faculty and ID for feedback.
○ Send final materials to IDT for captioning and LMS upload

- The ID and faculty should:
  ○ Review the first cuts and send media feedback to SDLI.
  ○ Review the fine cuts and send any feedback to SDLI.

Role	Task
The Professor and SDLI will	Discuss and plan for instructional delivery via video and/or audio.
	Record at-home video.

Role	Task
SDLI will	Produce visual content: Graphics, animations, charts, diagrams, etc.
	Conduct post-produce educational media. (Multiple stages of production.)
	Share with faculty and ID for feedback.
	Send final materials to IDT for captioning and LMS upload

Phase IV: QM Review and Process Evaluation

In Phase IV, the course is assessed using the Quality Matters rubric. Once the course passes QM, it is officially handed off to the faculty member.

Review and Evaluation

The review and evaluation step will reference documents in the 04_QM Review and Process Evaluation Drive Folder.
- Please make sure you do not accidentally use the template documents.

In this phase, the ID should:
- Begin this step with a click-through. Use the click-through template to track issues.
  ○ Someone will be assigned to complete an official click-through of the course.
- Read feedback from the official QM Review.
  ○ If needed, work with the faculty to make improvements based on the reviews.
- Copy and paste the email to instructors when the online course is complete and send it to the faculty, notifying them that their course was approved.
  ○ The bolded and capitalized words should be personalized to the project. IDs may update the phrasing of this email to match their personality and style; however, the content should remain the same.
- Conduct the ITL Hand-off Meeting.
  ○ The faculty should meet with the ITL and the ID to go over the course holistically and for the faculty and ITL connect for training and support.
  ○ For example, how to use Blackboard Collaborate.
  ○ NOTE: In a time crunch, this can be done before the QM.

- Work with the faculty (and/or the ITL) to copy over the course to make the course live for students.
- Check that the Google folders are organized well and update as needed so that this project can easily be archived.

Role	Task
The ID will	Submit the course for an internal review
	Submit the course for formal Quality Matters Review

Role	Task
The Professor and ID will	Make any necessary changes after Quality Matters Review
	Attend a walk-through and handoff meeting with ITL

Role	Task
The Professor will	Complete an evaluation of the course development process

Appendix A: Instructional Designer Resources

Building Rapport: Working with Faculty

A positive working relationship with faculty can not only greatly impact the quality of a course, it can also make the project rewarding and fun. A 2016 report commissioned by the Bill and Melinda Gates Foundation found that faculty buy-in was the #1 obstacle to success for Higher Ed instructional designers. Lack of understanding of the instructional designer's role is consistently identified as a key contributing factors to faculty/ID conflict.

This table will help build rapport with faculty and maintain a rewarding relationship.

Establishing the Relationship	Maintaining the Relationship	Responding to Conflict
Intentionally match IDs to faculty based on who would work well together. Empathy is the #1 way to build good rapport. Ask, "What are your worries in putting this course online?" That may give you a good sense of what aspects of the project make them feel vulnerable. Familiarize yourself with the instructor's teaching approach, goals, concerns and priorities. Ask, "What would you want you students to remember from the course in four or five years." Provide examples of successful online classes and connect skeptical faculty with online instructors. The primary focus of the first meeting should be building the relationship. Remember, faculty members may question your expertise or intentions -- not from a place of disrespect, but from one of misunderstanding. Have patience! Continually stress your collaborative role in meeting the student's needs through your words and actions. Be clear with faculty members about the amount of time and the kinds of activities they'll be doing.	Meet face-to-face when possible. Engage in coffee/tea or short meetings to present new tools and successes. Create a friendly working environment where all ideas are welcome. Especially in the beginning, allow faculty to brainstorm without a lot of "no's." Know your learning research! Being up-to-date on learning research is an ID superpower that faculty respond to. Be respectful of the instructor's time. Make sure instructors know that their input is being acted on by providing them with regular updates (when video is shot, send a sample; when info is provided, show a demo; etc.).	Recognize conflict and address it directly and as early as possible. Confidently bringing up conflict will show that this is a natural and expected part of the ID/Faculty relationship and that you will do whatever it takes to resolve it. Provide an evidence-based rationale as to why your idea should be followed. Cite your work. Remember that you and the faculty are united for the same goal. Usually the source of conflict or tension is over how to achieve the goal as opposed to what the goal should be.

Appendix B: Process and Organization Resources

Checklist: The Instructional Design Team's Documents to Complete

Document	Stage	Action upon Completing	Required?
Needs Analysis	01 Prep & Planning	This is a document that identifies initial thoughts and potential course needs. Faculty fills this out for the ID and ID Director (Maddy). ID will send this to faculty in a welcome email.	Required
Scope of Work Questionnaire	01 Prep & Planning	This is an internal document of the ID's impression of the amount of work the course will need. ID fills this out after looking over the needs analysis. Email this to the ID Director (Maddy) for feedback.	Required
Milestone Schedule	01 Prep & Planning	This is a planning document to provide a milestone schedule for your faculty if that is helpful for you and him/her. This is optional, but should be filled out by the ID and sent to faculty (if used).	Not Required
Course Alignment Map	01 Prep & Planning	This is a working-document filled out by the ID and faculty to identify the assets that will be in the course. The related information (readings, assignments, etc.) is entered into BB. Keep an updated map in the Google folder.	Required
Media Plan	01 Prep & Planning	This is an internal document that identifies and plans the original media that will be in the course. ID, faculty, and SDLI fill this out together. Email this to the SDLI project manager assigned to your course.	Required
Course Blueprint	02 Content Design	This is a working-document for the ID to work with the faculty to identify the information to identify what students will do each day. Use the Pre-Handoff Meeting sheet (Folder 04) at this stage to identify the tools needed to drive the activities.	Not Required
Printable Syllabus & Course PDFs	02 Content Design	These are student-facing documents that the ID creates using the Online Course Design Team's template which meets accessible standards for colors, fonts, and screen readers. Identify and note the grading approach in the syllabus. Use the template for the appropriate school.	Printable syllabus required, but others are not
Google Form for Librarian	02 Content Design	This is a document that identifies what resources are needed from Librarians. This includes possible research topics and databases needed. ID fills this out and submits the form (automatically goes to Librarian).	Required only if meeting with Librarian
Course Blueprint	03a Blackboard Development	This document helps map out when readings, activities, and assignments are due in the course. This is helpful for both students and faculty members.	Not Required
Click-through Checklist	04 QM Review & Process Evaluation	This is a working communication tool between an outside reviewer and the ID. The reviewer should list any errors found in the BB course, filling out columns A-C. Then the ID should identify how these issues were addressed (columns D-E). Keep updated documents in Google folder.	Required
QM Review	04 QM Review & Process Evaluation	This is a document to assess the final course. It is filled out by a QM certified reviewer. The ID reviews it and, if it fails the QM review, works with the faculty to update the course so that it passes. Send the QM doc to ID Director (Maddy) to go through and finalize as needed. Once it's final create a PDF and the ID Director (Maddy) includes it in a file for the Dean.	Required
Pre-Handoff Meeting with ITL	04 QM Review & Process Evaluation	This is a document that identifies the tools used (and faculty comfort level with those tools) in the course. ID fills out this document and sends to the ITL prior to the hand-off meeting.	Required
One-Sheet Launch Info for Online Faculty	04 QM Review & Process Evaluation	This is a helpful document that provides information on what to do if faculty have course design questions after completing the course design process. ID emails this document to faculty (in a separate email) after notifying them that the course has passed QM.	Required

Blackboard Framework: ID "Must Check" Items

Information
- Announcements
  - Update banner
  - Update course name
  - Update course title
  - Update instructor name
  - Update number of weeks
  - Update instructor sign-off
  - *Posted date- consider resubmitting prior to launch to move up the announcement date*

- Course Information
  - Update the Instructor Welcome
    - Remove ID guidance and customization
    - *Welcome video can be here or in module 1*
  - Update Course Navigation
    - Check that course menu items and course navigation items match
  - Update Digital Fluency and GW Requirements
    - Remove any technology requirements you do not use in the course
  - Introduce Yourself
    - *Can be here and/or in module 1*
  - Modules
    - Make sure this title is consistent with the rest of the course (weeks, sessions, etc.)

- Syllabus
  - Update the Instructor Information
    - Customize fully for the professor. If adjunct is teaching, leave blank, but point the professor/adjunct to the resources (located in hidden menu item) on what adjuncts need to change.
  - Why Attend Office Hours
    - This is optional; can be deleted based on professor preference
  - Update Instructor Response Time
    - Customize fully for the professor. If adjunct is teaching, leave blank, but point the professor/adjunct to the resources (located in hidden menu item) on what adjuncts need to change.
  - Update Course Description
    - Remove ID guidance
    - Customize section
  - Update Course Objectives
    - Customize section
  - Update Academic Prerequisites
    - Remove ID guidance
    - Add any prerequisites
  - Update Technology Prerequisites
    - Customize as needed
    - Add all the tools used in the course
      - Add download information and accessibility policy to tech help
  - Update Textbooks and Materials
    - Remove ID guidance
    - Put all text that must be purchased in this section (coursepacks, articles, etc.)

- ○ Update Credit Hour Policy
  - ■ Remove ID guidance
  - ■ Remove course info that is not applicable (summer or fall)
- ○ Update Methods of Instruction and Assessment
  - ■ Make sure the assessment tools match the syllabus
  - ■ Discussion boards location
    - ● If it is counting towards a grade or % of the course, then it is a method of assessment, and you delete it from instruction.
    - ● If it is just introductions and Q&As, then it is a method of instruction, and you delete it from assessment.
- ○ Update Grading
  - ■ Check grading scale for college (Law school does not use grading scale)
  - ■ Check grade center, manage grading schemas
- ○ Update Late Work policy
  - ■ Customize fully for the professor. If adjunct is teaching, leave blank, but point the professor/adjunct to the resources (located in hidden menu item) on what adjuncts need to change.
- ○ Update Incomplete Grades
  - ■ Delete what is not necessary.

- ● Policies
  - ○ Update Disability Support Services
    - ■ Remove ID guidance
    - ■ Make sure to remove tools that are not being used in the course

Content
- ● Modules
  - ○ *Check module content, consider adding items that may be used consistently throughout the course, because it is easier to delete items than add them.*
  - ○ Update Course Information
    - ■ Insert due date (consider sustainability)
  - ○ Update Individual Modules
    - ■ Key Due Dates
      - ● Remove ID guidance
      - ● Customize
    - ■ Overview
      - ● Remove ID guidance
      - ● Add the overview video (if filmed)
      - ● The overview paragraph is optional but highly encouraged
    - ■ Readings
      - ● Give the librarian access to the template:
        Tools > Moore Tools > Request e-reserves
    - ■ Lecture/Media
      - ● See instructions
    - ■ Discussion Board / Assignments
      - ● Be wary of including due dates or deadlines in this section. If the professor is adamant, point the professor/adjunct to the resources (located in a hidden menu item) on what must be changed for a course copy each semester.

- ● Assignments
  - ○ Update Assignment Overview and Support
    - ■ Create a link to a specific assignment in the module.

- ■ If it is a singular assignment, make a note at the top stating this section is an overview
    - ○ Update Assignment Name
        - ■ Update with course specific information and link to a module if possible

- ● Projects
    - ○ Update Project Overview
        - ■ Update detailed explanation of the course project, and explain how this will be developed throughout the semester
    - ○ Update Project Sign Up Sheet
        - ■ Using wikis or google docs is at the discretion of the faculty member

- ● Discussion Boards
    - ○ Check for due dates (initial posts and replies if needed)
    - ○ Customize for professor's requirements

Support
- ● Student Services
    - ○ Verify the links are working

- ● Technology help
    - ○ Update Blackboard Technology and Help
        - ■ Remove Office of Technology Services if not a CCAS course
    - ○ Remove items that are not in the course
        - ■ Ex.: Java, Quicktime, Online Proctoring, etc.
    - ○ Update Technology Tool Policies
        - ■ Delete any tools not used in the course
        - ■ Add any course specific tools accessibility policy, privacy policy, and terms of use

Appendix C: Integrated Course Development Workflow

Phase 1

Step	Overview	Deliverables	Milestones	Partners
0 - Initiation	Faculty coordinates with the college/school program director to engage GWLAI Services. IDT sets-up kick-off meetings and prepares materials.	Faculty signs a contract to engage in the instructional design and creative (i.e. media production) services of GWLAI.	Faculty confirms attendance to kick-off meeting.	Faculty: Engage.
1 - Kick-off	IDT and SDLI: Present and orient faculty to the process. Clarify phases and expert partners to interface within each step. Provide partnering faculty with a systematic approach, timeline, step/phase completion dates and deliverables.	IDT establishes a folder/file system. Provides general guidance on instructional design. Set up an LMS development course. Course design constraints defined.	IDT and SDLI provide, with a general project, steps, stated partner deliverables, and relevant points-of-contact.	IDT: Present and communicate. Faculty: Participate and conceptualize. SDLI: Present and communicate.
		SDLI establishes a folder/file system. Provide general guidance on visual communications and production. Media design constraints defined.	Faculty are clear on the process and begin to gather course administrative materials and learning content. (If no content exists, create an outline and capture simple learning content in Step 3 IDT. Concurrently do this with project plans.)	
2 - Collection	Faculty identifies, gathers and organizes learning content. (Instructional notes, readings, slides, spreadsheets, data, example student projects, external resources and list of external experts. Syllabi useful.)	Faculty compiles all materials in shareable formats – DOCX, PPTX, XLSX, Google, PDF, JPG, PNG and URLs.	Faculty transmits stable learning content to IDT and SDLI for analysis and concepting.	Faculty: Deliver course learning content.
			IDT and SDLI: Prepares project schedule with dates. (Provides to faculty.)	
3 - Planning: Analysis and Concept	IDT conducts a high-level concept analysis of the course for an online environment, including gathering and organizing all learning content for designing the structure and flow.	IDT completes Needs Analysis and Scope of Work with learning content. (Review with faculty and SDLI.) Completes course alignment map with learning content. Reviews and organizes course materials. Completes course administration materials (i.e. syllabus, outline, etc.) Establishes draft media plan in SDLI INTAKE folder.	IDT defines high-level course concept with related learning content. Contributes potential media ideas to SDLI. *Note: IDT and SDLI establish a joint vision to guide faculty in the design phase.*	IDT: Conceptualize the course. Faculty: Contribute to the concept.
	SDLI observes concept evolution with a draft media plan. Provides feedback and guidance to IDT and faculty on scope for needed and high-value visual storytelling. Orients faculty to the recording environment.	SDLI reviews and initial ideation with learning content. Initial design of media with draft media plan. Determines feasibility and logistics. Provides feedback on initially listed media. Establishes visual concepts. (Review with faculty and IDT.) Studio orientation with faculty. (i.e. Screen-test)	SDLI completes review of high level course concept and related learning content with IDT. Honed required media on the draft media plan. Initiated preparing faculty for digital/visual storytelling.	IDT: Review the content. Faculty: Feedback on content and media. SDLI: Ideate multimedia.

Phase 2

Step	Overview	Deliverables	Milestones	Partners
4 - Design	IDT defines the structure of the online course using stable learning content with faculty. Complete designing the elements of instruction built in the LMS – assessments, learning activities, on-page text and curation of external learning materials.	IDT defines course structure and blueprint. Completes design of assessments, activities and on-page text. Curates external media. Selects LMS tools. Addresses accessibility, sustainability and copyright. Consults with a librarian as needed for the reading list. Packages associated learning content for SDLI (related to media plan.)	IDT meets with faculty to review/finalize (non-media) course design. Structures and documents the entire course experience for LMS development. (For Step 6.) Faculty hand-off to SDLI for media design and production process. (Arrange meeting.) *Note: IDT focuses on structural design and SDLI focuses on visual design, including course imagery. Use weekly course/project meetings to communicate developments.*	IDT: Design the structure. Faculty: Review the structure.
	SDLI finalizes media plan and initiate pre-production with faculty. Focus on content delivery design to prevent post-production design. Guide faculty towards designing the visual story and creating the instructional language through scripting and storyboarding.	SDLI finalizes the media plan. Determination of the on-screen presentation with 2 visual design discussions with faculty. Capture and editing of scripts. Visuals/graphics selected and created; including acquisition of real-world images. Required presentation files and/ or storyboards compiled. Recording coaching, guidance and schedule provided to faculty.	SDLI completes storyboards, scripts, and recording assets. Faculty prepared for recording with a clarity on the marriage between the SDLI vision/design and instruction.	Faculty: Review visual communication. SDLI: Design the visual communication.

Phase 3

Step	Overview	Deliverables	Milestones	Partners
5 - Production	SDLI records and produces storyboarded media from the design phase. Guide the delivery of media driven instruction with faculty. Post-production of all multimedia – video, graphics, animation, handouts, podcast, etc.	SDLI: All media content recorded. All required visual content produced. Staged production – RC, FC, FN and FX. Discussions with faculty and adjustments made as necessary. Internal SDLI quality and standards checks. Course multimedia reviewed by faculty and IDT for content presentation. Course multimedia reviewed and cleared by SDLI director.	SDLI: Media content delivered in final formats to IDT for upload into the LMS.	Faculty: Focus on instructional media and communication. SDLI: Produce the instructional media and communication.
6 - Development	IDT independently builds-out the course design documented in the design phase. Shares with faculty 1-2 sample modules for feedback.	IDT: Course built in the LMS as defined in the design phase. All downloadable items – such as syllabus, schedule, policies, technical instructions – are made available in the LMS. Submission of reading list to the librarian. Upon receipt, all media uploaded and placed into the LMS. Transcriptions ordered.	IDT: Course is fully built in the LMS.	IDT: Build the course online.

Phase 4

Step	Overview	Deliverables	Milestones	Partners
7 - Evaluation	IDT conducts Quality Matters (QM) review. Formal project/course completion and delivery. Note: IDT reviews final data and updates processes beyond course creation cycle.	IDT checks against QualityMatters Standards and accessibility requirements. Walk-through with faculty and ITL. Surveys faculty on their experience and product satisfaction.	IDT certifies the course as consistent with relevant GW policies, QualityMatters requirements and accessibility best practices. Hand-off course to faculty and ITL.	IDT: Evaluate the course.