

Design

Step 1: Refine Course Scope and Strategy

What is the purpose or goal of this project? Why are you doing this particular aspect of the topic? What angle do you want to emphasize?

You may not have the time or resources to create a big fantastic project. Even doing a small project has many steps and often, unexpected surprises or complications along the way. Choose a very narrow scope to do a small part of your main content topic. This will make it easier for you to finish the entire project by your deadline.

To refine the course scope, narrow down the content to specific topics or skills of what you want to actually teach the students. What is the most important aspect of a specific topic that you want to focus on? What teaching strategy will work out well for your purposes?

Use **Design Worksheet 10** to refine the scope of your course topics and strategies. Refer to the **filled-in worksheet** for an example of how someone did this. Use information you created from Worksheets 1, 2, 3, 6, and 7 to complete worksheet 10. Documents can be found in **Resources for Design**.

Step 2: Create Course Map

A course map is the foundation of your project. Some people call it a road map with the Big Picture to see your future course more clearly. It is a frame to show you all the pieces you will use to create your instructional project.

Some of the pieces in your course map can be: Overview, introduction, pre-test, unit, lesson, post-test, summary, glossary, or a site map.

As you look at your content outline on Worksheet 7, you will see some topics that can be subdivided further.

- Pick a topic and think of 3 or 4 smaller topic components that are included in it.
- Each of these 3 or 4 sub-topics can be written as an objective like you did on Worksheet 6.

Use **Design Worksheet 11** to layout your course map. Divide the course topics into supporting lessons where students can learn to fill the gap in their learning needs. Documents can be found in **Resources for Design**.

Do the Assignment!

- Look at your objectives again from Worksheet 6. Rewrite them to be more specific to support your new focus of your plans made on Worksheet 10.
- Begin looking for information online or in the media center to help develop your refined objectives and lesson content.

You may want to see **WebQuest** examples of content segments in the **Gilded Age WebQuest**.

Step 3: Define a Project Style Guide

Here you will decide your color scheme, theme, metaphor or motif, and the look and feel of your project. Brainstorm with your team or someone to decide the overall interface design and the visual treatments.

Use **Design Worksheet 12** during your interview with the teacher, too. Fill it out to guide you when you design your storyboard and make other project decisions.

For ideas, you can refer to other projects, websites and the examples created by other Utah multimedia design students [Allen Academy of e-Learning](#).

Step 4: Design Lesson Strategies, Events, and Practice Activities

This is the phase where you create your design "blueprint" document that shows the plan for your entire course.

All things are created twice. There is a mental or a first creation and then a physical creation. We design courses 2 times - first in our minds and on paper and then on the computer where our ideas come alive. This second version is in a form where other people can actually use it and try it out.

In Step 4, you will organize one selected lesson plan on paper. You will try out your teaching strategies for one lesson or segment first with your own team. Then, after you have everything improved and approved from one lesson, you can go on to develop your entire course on the computer.

Use **Design Worksheet 13** for ideas on how to organize your lesson events and practice activities. See the **filled-in worksheet** for one lesson example. Documents can be found in **Resources for Design**.

Do the Assignment!

Choose one objective to develop into a lesson. The 3 main steps for your learners to do are: **Prepare, Do, and Reflect**.

Step 5: Plan Evaluation Strategy

Evaluation is an important part of the ADDIE model.

If you did not ask students to evaluate your course or if you did not check the students on how well they answered the quizzes in your course, then how would you know the effectiveness of your instruction?

In the ADDIE model, you plan for a way to measure how effectively your course accomplished its stated goals and objectives.

Get **Design Worksheet 14** to write the evaluation strategy for your project. Collaborate with your teacher on this. See the example in the **filled-in worksheet** for reference. Documents can be found in **Resources for Design**.

So, stick to one basic rule: No matter what size your project or lesson is, write your evaluation plan at the same time you write your lesson plans.

Decide how you want to measure the learning results after people use your multimedia course or lesson. Look at the objectives. What will students be able to do during and after your course project?

After they finish your course, assess them. Did the students actually learn the knowledge, skills, or attitudes that your project was supposed to teach them?

An easy way to find out is with a pre-test and a post-test. Then at the end of the course, summarize the scores from all the students. See if there is improvement.

See examples at the Gilded Age WebQuest of ways you can set up your evaluation plan. If you have an Internet connection, you can [click here](#) to see the online site. This shows the Evaluation Strategy of the WebQuest project. There are many other ways to create rubric or evaluate your course if this way does not suit your design.

Step 6: Design Storyboard and Screen Layouts

The storyboard is a description of the visual and media components of each frame or screen. This is the step where you plan your home page, the layout for other pages, and decide how to link everything together.

Now you can design specific screen layouts with graphics, video shots, text, and animations... whatever your lesson strategies ask for. You make a rough sketch of where to place all the elements for each screen.

Get **Design Worksheet 15** to begin planning the screen layout and the storyboard for your project. Collaborate with your team on this. See the **filled-in worksheet** for examples. You can make many copies of the blank worksheet so you have enough pages to plan every screen of your entire course. Documents can be found in **Resources for Design**.

Note: You can adapt the storyboard worksheet to fit your needs. Almost every project has a slightly different storyboard form for planning.

Hints:

- The text should be the exact as it will appear in the finished course. Ask your subject matter teacher to review your words to make sure that they are accurate.
- The media you use should be directly related to the instructional strategies and course objectives. Using special effects just for a "Wow" effect are not only time consuming to create sometimes, but they can often detract from the instruction.