



Introducing HIDOC: High-Impact Design for Online Courses

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Chat-troductions



Institution
Why HIDOC?

What is HIDOC
&

Why did we
develop a new
design model?



Research & Practitioner Based

- Reflects established instructional design best practices and foundational principles.
- Reflects research on: Col/presence, inclusive design, HIPs, authentic assessments, and more.

Collectively, the authors have:

- over 60 years experience in online learning
- designed 500+ courses, independently and with SMEs
- authored/presented 200+ publications & presentations on online topics
- taught 100+ academic courses and faculty workshops



Design is about Consultation

? Right questions...

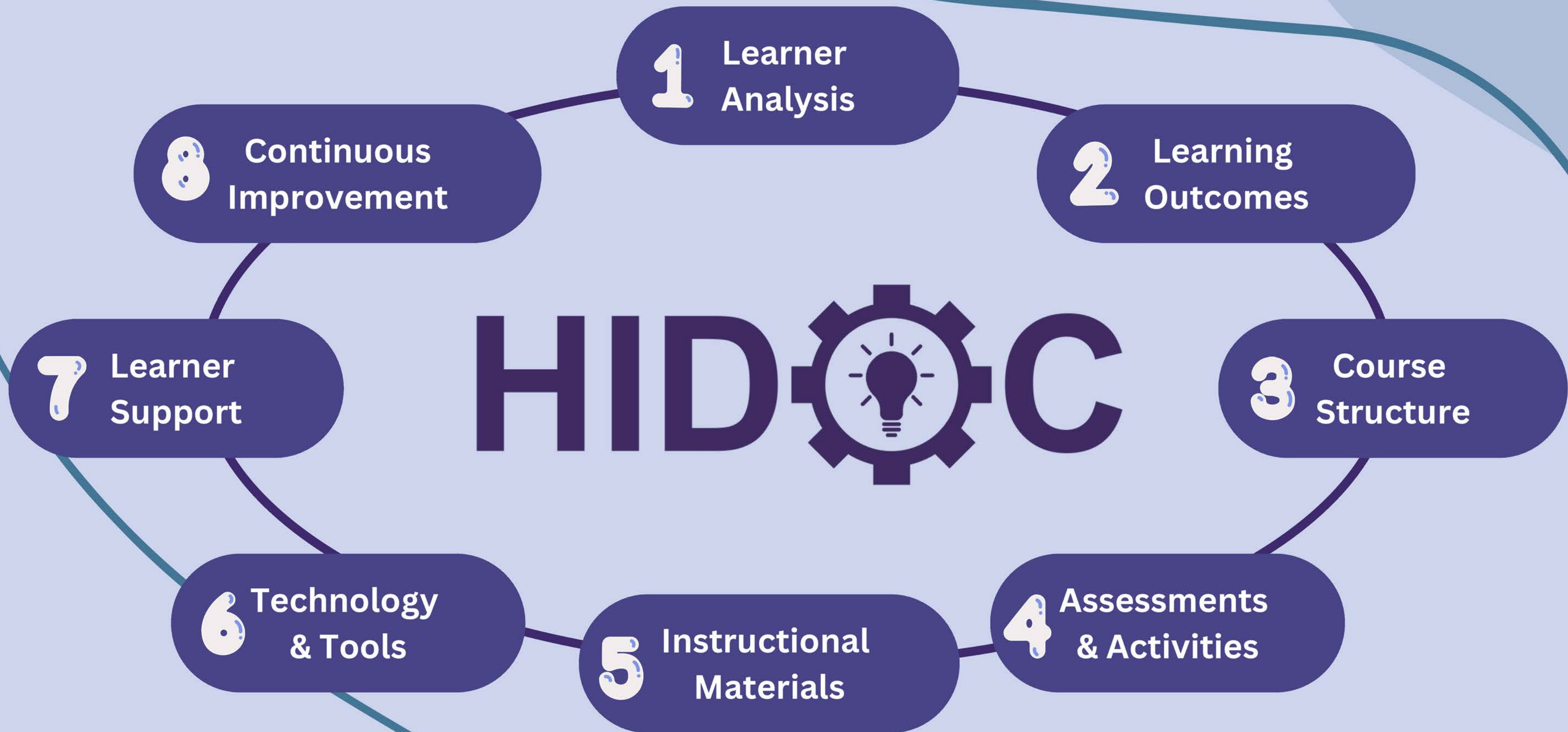
Relationships



Right time



Collaboration



1 Learner Analysis



Who are your potential students?

Step 1, learner analysis, involves considering your students, and the knowledge, competencies, and misconceptions they will bring to your class. Often overlooked or assumed, this is an essential first Step that also focuses your design, from the start, on your unique students.

Step 1



1 Learner Analysis



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Common goal = learners

Known sticking points

Translate - not change

Step 1

2 Learning Outcomes



What will they be able to do by the end of the course?

In Step 2, you'll be writing observable learning outcomes to reflect what you want your students to learn and be able to do as a result of completing your course. Creating good course learning outcomes provides the foundation for your design, and making sure everything in the course supports student learning

Step 2



2 Learning Outcomes



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Shared vision

Shared enthusiasm

Step 2

3 Course Structure



How will the course be organized?

Determining the macro-level view of how your course will be organized and when different topics will be covered is the focus of Step 3. Since online courses require good organization to be appropriately built in a web-based environment, organizing your main learning units is the start of building this structure, and will help you focus on aligning course components.

Step 3

1

2

3

4

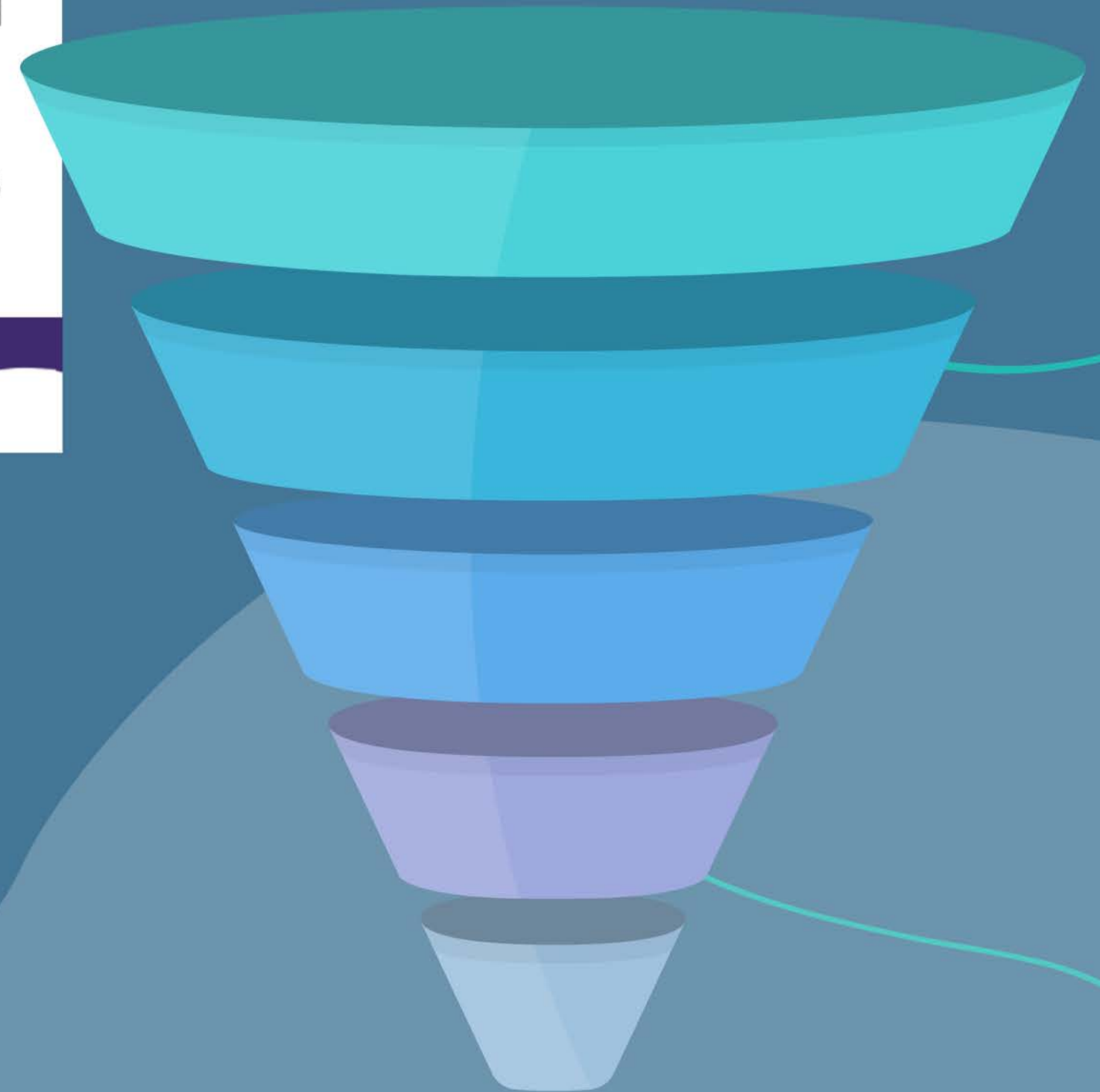
5

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Step 3

4

Assessments & Activities



How will you
assess & engage
learners?

Assessments provide you, and your students, with evidence for learning achievement, while activities allow them to engage with material and practice their knowledge before being assessed. Designing well-timed assessments that align with your learning outcomes, and creating activities that allow students to check their knowledge and engage with course topics, materials, you, and their peers makes up Step 4.



Step 4

4

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Summative = Measurement

Formative = Feedback

Activities = Practice

Step 4

4

Assessments & Activities

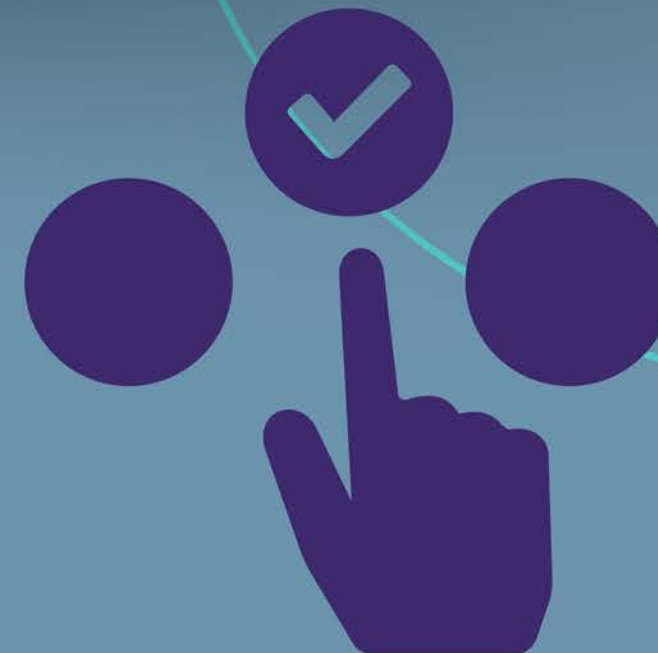


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Voice

Choice



Step 4

4

Assessments & Activities



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Define intent

Prepare for success

Measure learning

Step 4

5 Instructional Materials



Where will they get the information they need to succeed?

Thinking about instructional content and materials comes in Step 5 of HIDOC, only after you've first determined the results of learning that you want students to achieve. In this Step, you'll be guided to use your expertise to think about content that best supports your assessments and activities. We'll walk you through both creating and curating content, with the latter providing quality options that can also save you time.



Step 5

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Content needed to succeed

Step 5

6 Technology & Tools



What technologies & tools will support their learning?

In Step 6, you'll be selectively choosing educational technology and LMS tools that support both your learners and your pedagogical goals. We'll walk you through how to consider the technology you use in your course, including special considerations.



Step 6

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User testing

Demo, practice, and support

Step 6

7 Online Learner Support



How will you support online learner success?

Step 7 is all about supporting your online students, both through your detailed modular structure, as well as additional supports and resources -- many of which are unique to the online classroom. Scaffolding, sequencing, and organizing your course in the LMS, as well as including additional student support aids, will help to ensure an ideal teaching and learning environment.

Step 7



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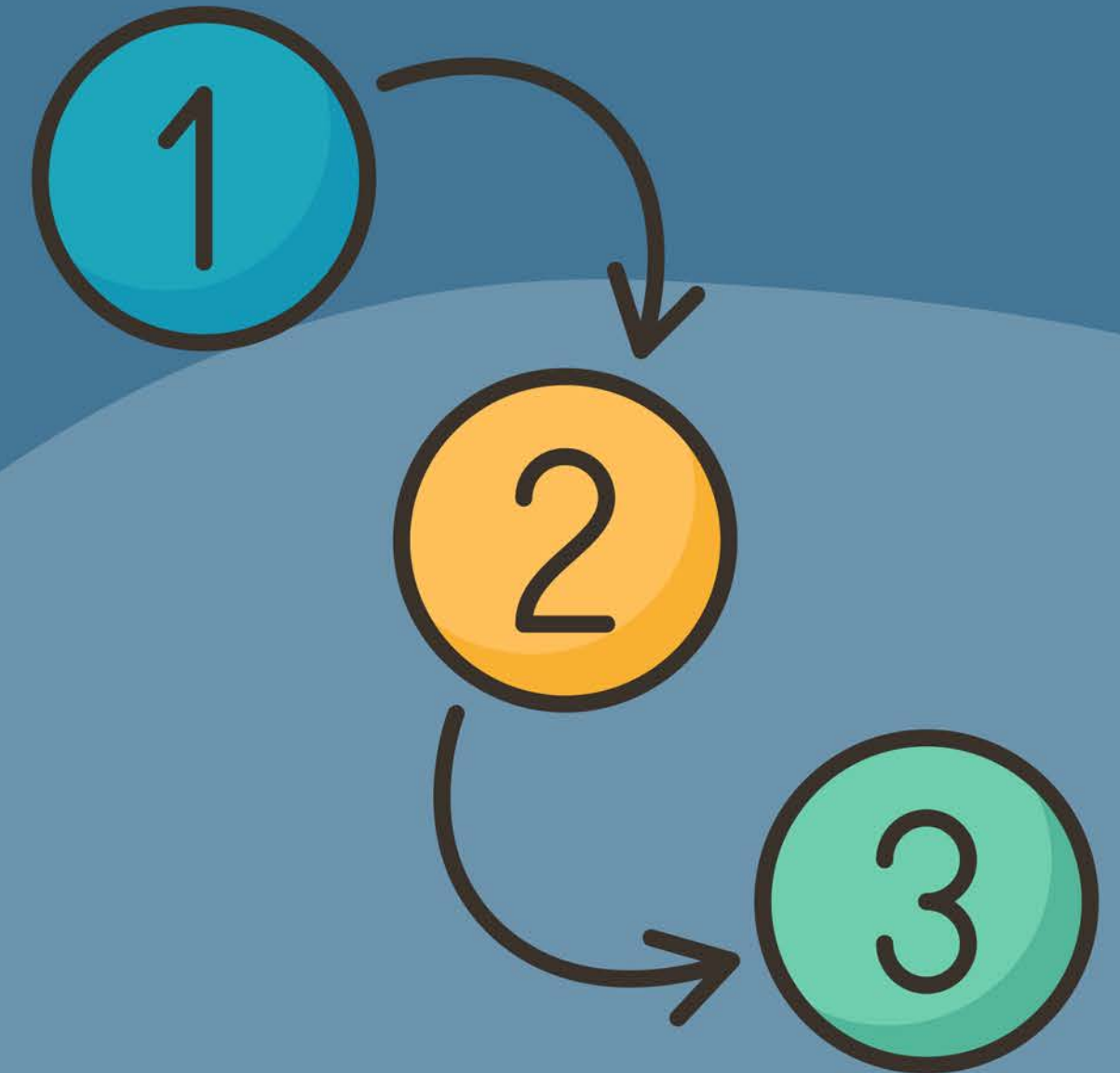
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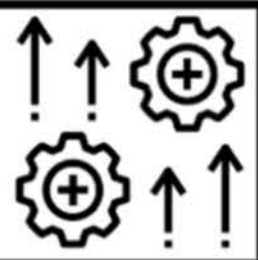
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Anticipate questions

Remove unknowns

Step 7

8 Continuous Improvement



How will you collect feedback & prioritize course revisions?

In Step 8, you'll be building on notes you've taken throughout the design process to start collecting the information you'll need to plan and prioritize future course improvements. Observing the course throughout the term and collecting student feedback will give you the data you'll need when you eventually revise your course.

Fix

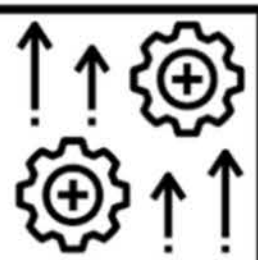


Wish



Step 8

8 Continuous Improvement



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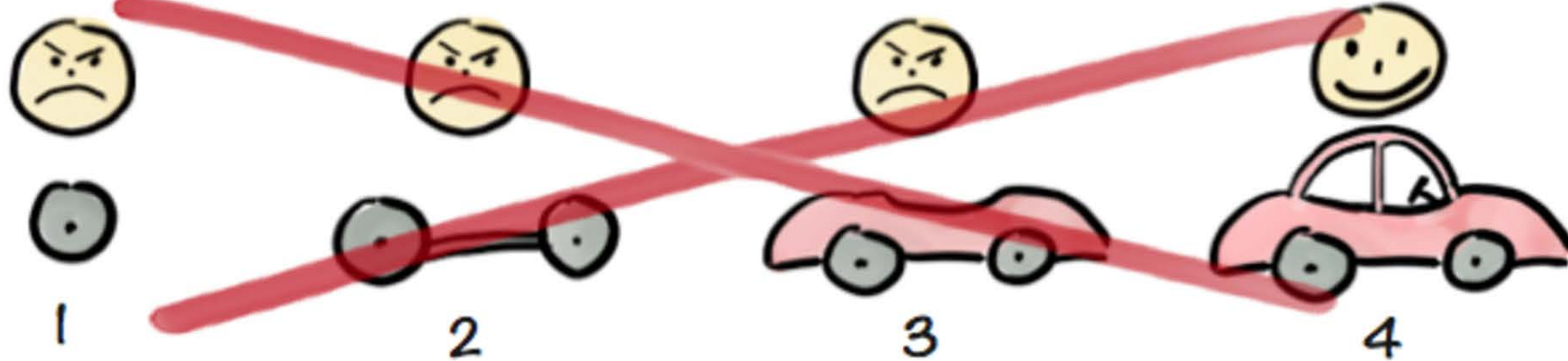
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Iterative approach

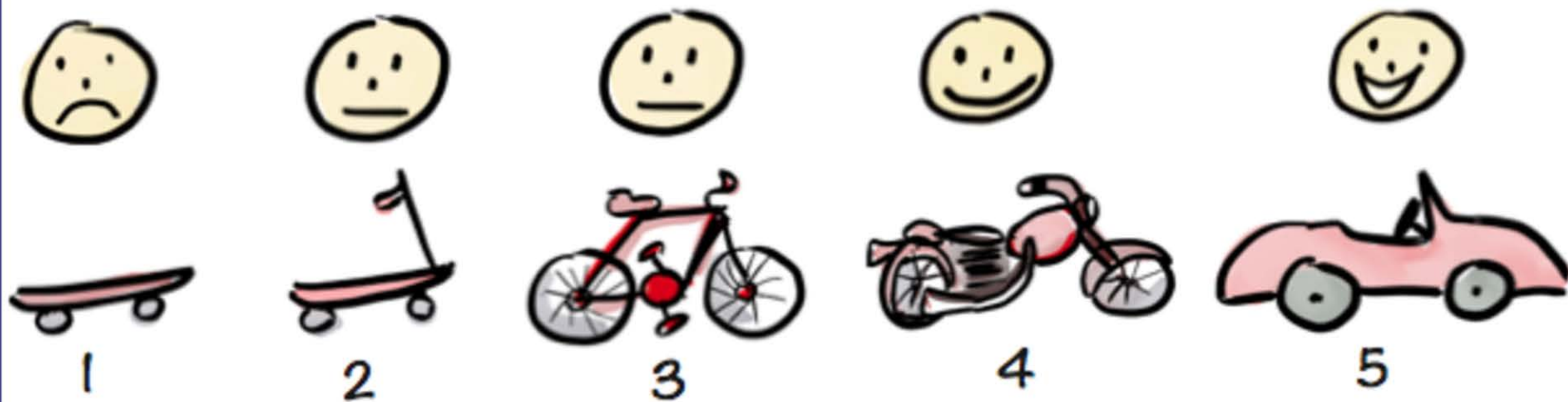
Ongoing documentation

Step 8

Not like this....



Like this!



Course Blueprint

Maps:

- Outcomes
- Structure
- Activities
- Assessments
- Materials
- Tools
- Supports



- Creates “to do” list for SME
- Highlights out of scope items

Reflection

Does HIDOC mesh with what
you are doing? (or looking for?)



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Step 1



Activity

Admins: Who are you learners?

Faculty: List your learner considerations

IDs: What do you know about learners?



Activity

How many
did you list?



6 Technology & Tools



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Step 6

Activity Technology Plan

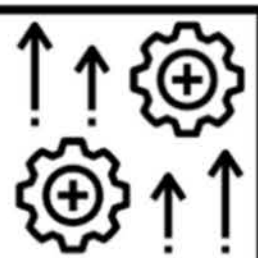
Tool



Supports



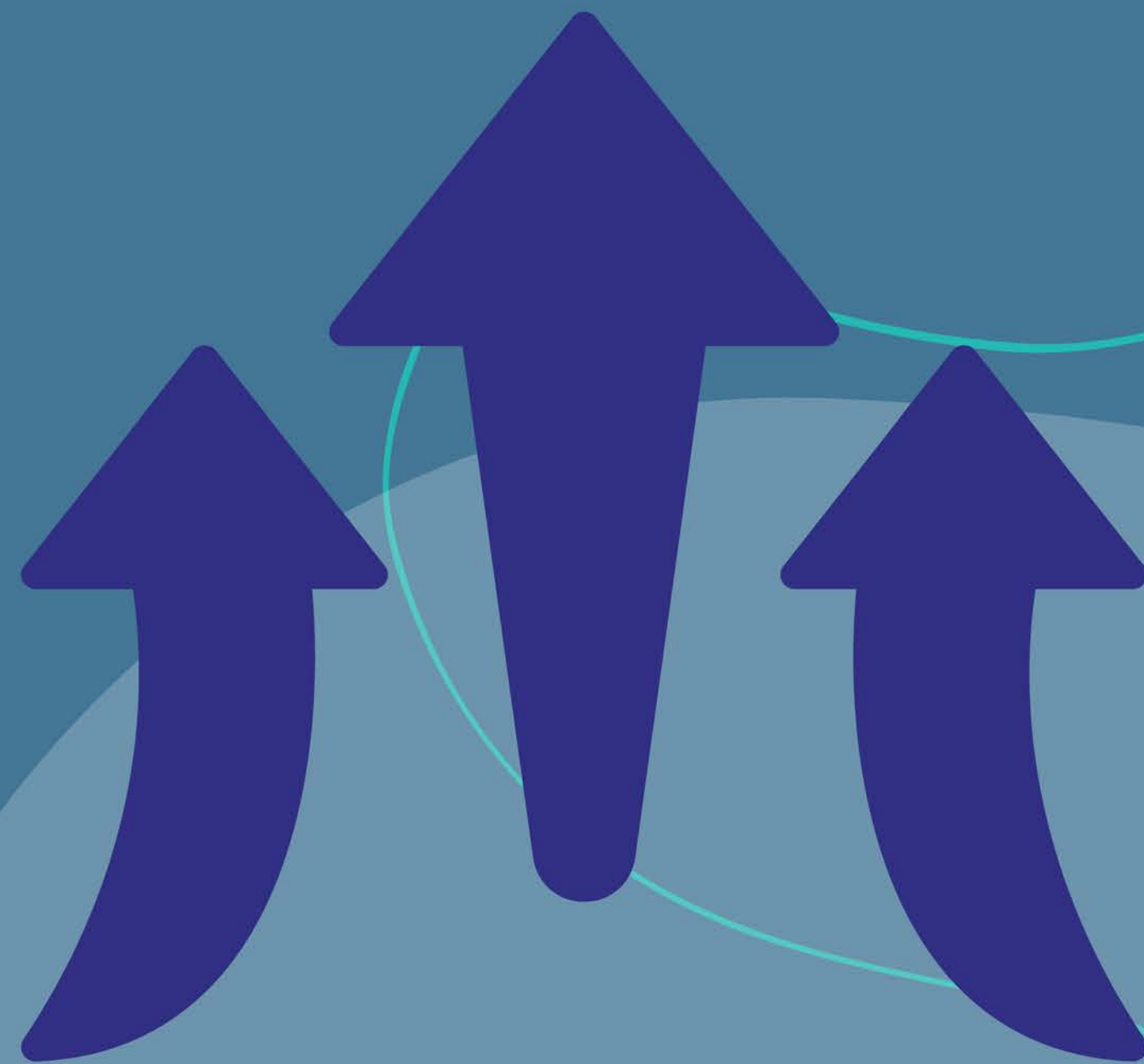
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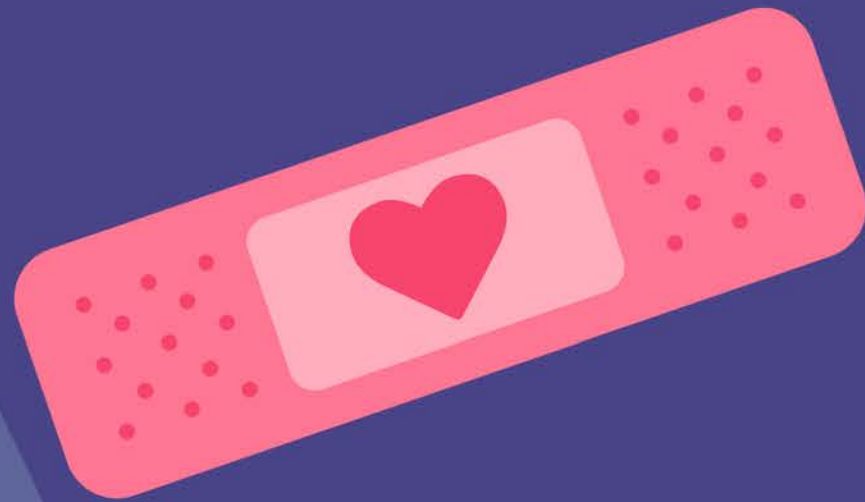
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Activity

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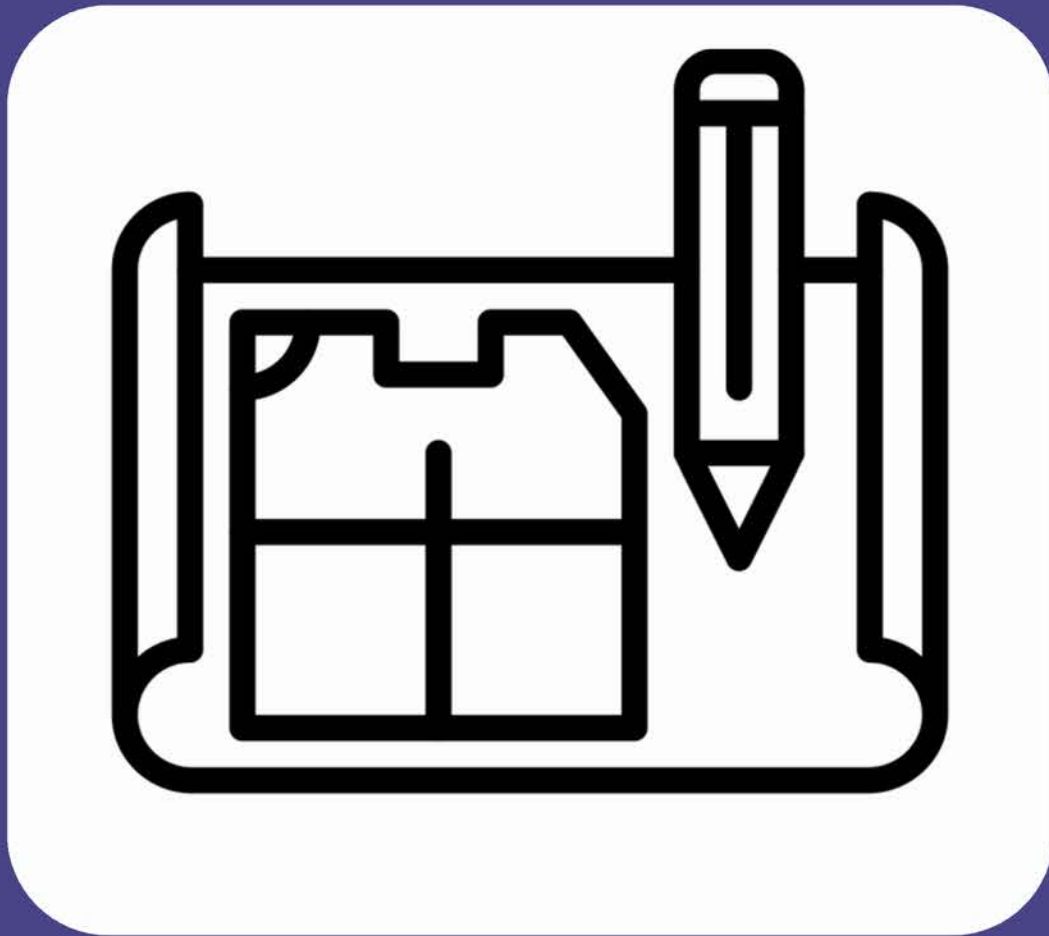
What questions could
you ask of learners?

Questions?



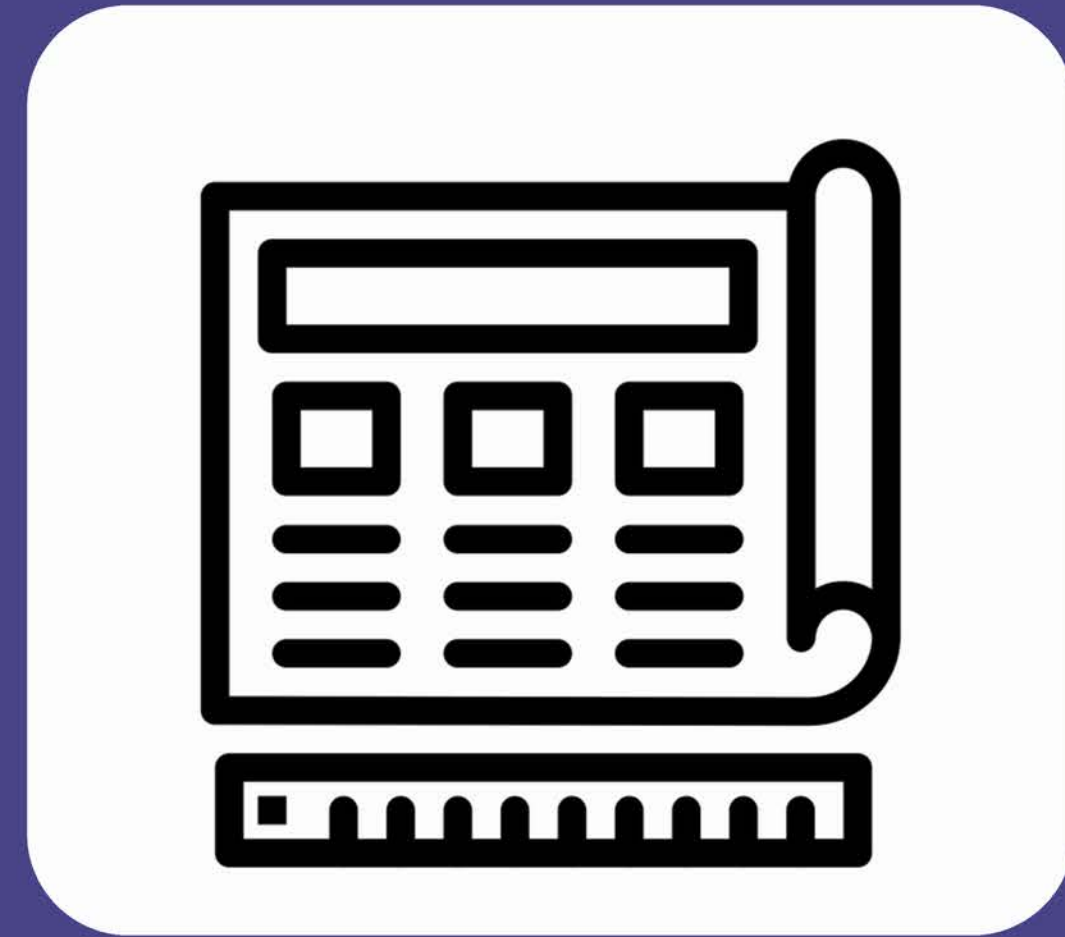
Free Companion Documents

hidocmodel.com



Design Documents

Thought docs with Prompts & Ideas



Course Blueprint

An Alignment Map/Course Map
Next Step: LMS Development

Thank you!

Download free resources or
contact us at: hidocmodel.com

