



## P3D

Course Design Process

### ABSTRACT

[This document provides a high level overview of the four-stage course design process (Plan, Design, Develop, and Deploy), developed by the CCTL to support SMEs in their interest to create innovative learning experiences for students.]

### AREA OF EXPERTISE

Curriculum Development

# P3D

## Course Design Process

### Contents

P3D Course Design Process.....	2
Description:.....	2
Process Outcomes:.....	2
Visual Roadmap .....	3
Phase 1: Plan .....	4
Description:.....	4
Objectives: .....	4
Phase 2: Design .....	4
Description:.....	4
Objectives: .....	4
Phase 3: Develop.....	4
Description:.....	4
Objectives: .....	5
Phase 4: Deploy.....	5
Description:.....	5
Objectives: .....	5

## P3D Course Design Process

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### Description:

Designing a course can be a great learning experience for subject matter experts (SME). The Centre for Contemporary Teaching and Learning has created a four-stage process (Plan, Design, Develop, and Deploy) that is intended to support SMEs in their interest to create innovative learning experiences for students. Resources available within the CCLT are Curriculum Developers, the Manager of Multimedia Design, and eLearning-Specialists.

The process is initiated in consultation with an Associate/Campus Dean for:

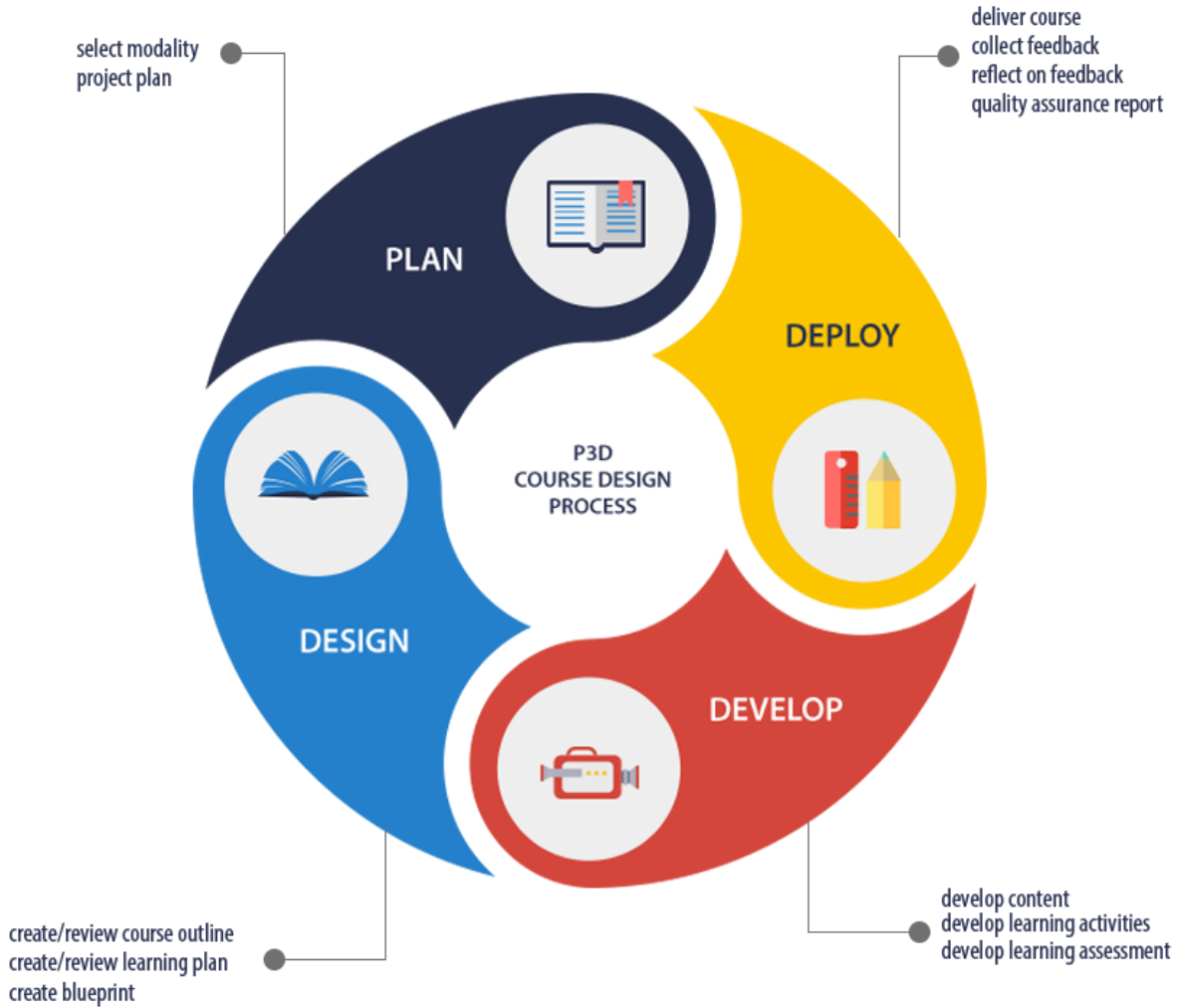
- A faculty member who wants to explore hybrid and online learning for new or existing courses;
- A faculty member who is designing or redesigning a face-to-face course;

### Process Outcomes:

At the end of this process, faculty are able to:

1. Outline the four phases of the P3D course design process.
2. Plan, based on a needs analysis, a course designed to meet the needs of learners and institutional guidelines, as well as internal and external stakeholders' expectations.
3. Design the foundational elements of a course incorporating the concept of an aligned curriculum.
4. Develop content and learning activities using principles of instructional design.
5. Evaluate the course before deployment using quality assurance processes to ensure an aligned curriculum, and make changes as needed.
6. Employ self-reflection, student feedback and the principles of P3D to ensure ongoing improvements to the course.

### Visual Roadmap



## Phase 1: Plan

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### Description:

The main intention of Phase 1 is to explore the overall intent and potential design of the course and to develop a plan for the remaining phases.

### Objectives:

In consultation with the Manager of Multimedia Design:

1. Define the three modalities of instruction (face- to- face, hybrid, and online) as they pertain to course design at St. Lawrence College.
2. Conduct a need analysis in order to determine the characteristics of learners, available resources, and the teaching environment.
3. Select the appropriate modality of instruction based on the needs analysis.
4. Create a Course Design Process Plan that supports the selected modality of instruction.

## Phase 2: Design

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### Description:

The design phase explores the foundational elements of the course by focusing on learning outcomes/objectives, assessments, instructional design, and integration of technology to create an aligned curriculum.

### Objectives:

In consultation with the Curriculum Developer:

1. Create or review course outline.
2. Create an assessment plan that aligns with the CLO/VLO/PLO
3. Select learning activities that align with the CLO
4. Create a Learning Plan showing the alignment of assessments to learning outcomes and the learning activities; the delivery schedule, as well as the required resources and special notes for the course.

## Phase 3: Develop

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### Description:

The development stage represents the longest time investment within the Course Design Process, as SMEs are required to build assessments, content, and learning activities.

**Objectives:**

In consultation with the Manager Multimedia Design and eLearning-Specialist:

1. Develop content and learning activities according to Instructional Design Principles
2. Develop the learning assessment documentation for the course
3. Upload course content, assessments and learning activities as determined by the course design to Blackboard.

## Phase 4: Deploy

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**Description:**

In this phase, the completed course is evaluated using quality assurance processes and improvements are made based on the suggestions of the course designer and evaluator(s). Faculty then deploy the course. Ongoing feedback from learners and faculty self-reflection is used for continuous course improvement. The CCTL is available for ongoing consultation.

**Objectives:**

1. Review the course by following established quality assurance processes and make recommended changes.
2. Deliver the course as prepared
3. Solicit and review ongoing student feedback in order to modify the course as required to ensure optimal student learning.
4. Reflect on one's own teaching in relation to the overall course design in order to make improvements, and if necessary, revisit the P3D process.