

“Finding alternative ways of communicating information is extremely important in our global world, not to mention in Alaska.”

# The Instructional Design Process for Distance Education

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## Groundwork

1<sup>st</sup> Meeting with eLearning – created course goals and Blackboard shell

1<sup>st</sup> Meeting with Advisor – discussed course content and organization

iTeach Instructional Design course – learned about technical and legal aspects of design, information fluency and methods for delivering content

Creation of course content to be put online

2<sup>nd</sup> Meeting with Advisor – reevaluated how much information to put in outline, introduced a better method of online discussion

## Project Overview:

Take traditional Justice 358: Juvenile Delinquency course and put it online, create an Honor's section.

## Objectives:

- Understand the instructional design process
- Establish repeatable steps to putting a traditional course online
- Provide examples for making online courses more rigorous to meet Honor's credit standards
- Assist UAF Justice Dept. in making a Justice B.A. entirely achievable online
- Assist UAF Honor's Program in providing more Honor's courses online for rural Honor's students

## Instructional Design:

Creation of instructional experience which makes learning more efficient, effective and appealing.



## Roadmap

**Fall 2013:**  
-course offered online  
-act as a TA for course  
-facilitate online discussion  
-establish Honor's section requirements  
-review course via student survey and self critique

**Winter 2013:**  
-incorporate student recommendations into course  
-revise and fix any problems

**Spring 2014:**  
-offer revised course  
-stacked course with Honors section  
-act as TA for course  
-facilitate online discussion/  
video conferencing

## Analysis:

### Student Surveys & Self Critique:

- How many times was course content revised prior to being offered?
- Did the fall course go smoothly?
- If there were problems, how were they handled?
- What were the student reviews of the course?
- How many of the reviews were incorporated into the spring course?
- Did the spring course go better or worse than fall?
- Was the honors course well received? Rigorous enough?
- Differentiate between technical problems and course content problems.