

*How might the design and development phases of a print-based, self-instructional product differ from that involving the use of more advanced technology (e.g., video conferencing or computer-mediated communication)? Which parts of the process should differ? What additional consideration or areas would need to be addressed?*

Instructional design and delivery involves a number of related and often integrated, recursive, and/or interwoven steps leading to project completion. Because of this, it is difficult to draw a line that indicates the design phase is here and the development phase is there. For the discussion of the questions posed, it is assumed the development phase is those things that pertain to production of instruction and its delivery, as opposed to the planning of instruction and its delivery. This allows for separation of particular aspects of the instructional design process (see column 1 of the table)

Delivery Method	Self-instructional print based – non supported <sup>1</sup>	Self-instructional print based – supported <sup>2</sup>	Self –instructional print based, blended with computer mediated communication <sup>3</sup>	Video Conferencing	Fully Online Delivery (WebCT or D2L)
<b>Design Phase</b>					
<b>Analysis</b>					
Learning Environment	Simplest	Ensure that students have phone access	Must ensure the learners have the technical skills and equipment, and access to the internet  Requires learner computer support	Must ensure that equipment is available and students have access to video conferencing site  Planning for the inevitable “it don’t work” must be done	Must identify lowest common denominator of student computer access and configuration  Requires learner computer support  Requires in depth knowledge of the online tools available to be used and how they can be strategically used to advantage the learning experience not hinder it.  Steepest learning curve both for instructors and learners
Learners	Learner analysis would be the same across the delivery methods, although some delivery mechanisms would suit different learners and/or tasks better.				
Learning Tasks	Required learning tasks will remain the same, the available strategies will be different. Some learning tasks will present greater challenges within different delivery methods.				
<b>Strategy</b>					
Organizational	Requires continuous awareness that student is working totally independently.  Challenge of maintaining student interest and motivation	Requires continuous awareness that student is working for the most part independently	Opportunity for student/teacher and student/student interactions	Lecture style presentation, more individualized instruction	Host of interactive tools, that can be used for student/teacher and student/student interaction
Delivery		Design for minimization of needed scaffolding	Requires examination of how the technology will be integrated as part of the instructional strategy	A variety of media can be integrated through video conferencing	Groupings if they are to be used need to be decided and knowledge of how the delivery system must be setup and structured to facilitate groupings
Management			Requires set up of the CMC software, and management of its access		Requires set up of many items regarding online testing, grouping, conferences, etc.
<b>Development Phase</b>					
Write Test Items	Invigilated paper			Delivery of test	Delivery of the testing

<sup>1</sup> Traditional ‘correspondence’ courses, mail only communication

<sup>2</sup> Traditional paper based courses with phone support.

<sup>3</sup> Blended model of paper and CMC like MDDE603 is.

	based testing only without recourse to explanations from the instructor.			items would most likely be paper based, so same challenges of a paper based course.  Some interim evaluation could be done, while in VC, so could possibly use immediate assessments as opposed to assessments at the end of sections/units.	must be decided, could be online or could be paper based invigilated testing.  If online testing used, questions must be created, and/or imported in/into the online environment, and tests must be structured in a way that facilitates online delivery of assessment
Write Instruction	Materials must be accurately created, minimal mistakes in product.			Ability to make changes on the fly, much like in regular classroom. Lessons do not have to be as detailed, complete, or "bang on".	Creation and production may need to go hand in hand to meet the demands of "quality" on line content expected by most people.  Not only is content the challenge but delivery in this medium.
Produce Instruction					Real challenge of integrating all the tools.  Requires a much deeper analysis of the "learning system" and how the tools will be used.
<b>Delivery Phase</b>					
Deliver Instruction	These are not being considered in this question				
Conduct Evaluation					

The more sophisticated the medium and the greater the number of options in the course delivery... the greater the complexity of designing the instruction and the learning system and the greater the amount of time for delivery of a final product

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