

# Instructional Plan

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Step 1 - Overview			
<b>Topic</b>	Communications at UT Knoxville		
<b>Subject/Class Name</b>	Foundations of Communications at UT Knoxville		
<b>Learner Ages/Grades</b>	18-88	<b>Semester/Year</b>	N/A
<b>Summary</b>			
<p><b>Provide a brief summary of the topic/class. Describe the topic and how it fits into the rest of the learners' education.</b></p> <p>This practitioner-based course will cover the basic principles and information needed to perform communications-related duties at the University of Tennessee, Knoxville.</p>			
<b>Pre-Requisite Skills</b>			
<p><b>What should the learner know before beginning this class? Include content knowledge, technology skills, and attitudes necessary to succeed with this class.</b></p> <p>Targeted learners should be currently employed full-time staff members of the University of Tennessee, Knoxville. Targeted learners should be under one of the two following EEO (Equal Employment Opportunity) categories: professional or secretarial/clerical. Targeted learners should have, at minimum, a high school diploma, the ability to navigate a web browser, and the ability to read at a 9<sup>th</sup> grade level (66% currently have a bachelor's degree or above). Targeted learners should have positive, creative, and open attitudes related to technology and the field of communications.</p>			
<b>Standards/Organization or Source</b>			
<p><b>What standards govern this content? Identify the organizational, professional, or state/national standards that are required when teaching this content.</b></p> <p>This course will follow the "Principles of Practice for Communication and Marketing Professionals at Educational Institutions" provided by the Council for Advancement and Support of Education (CASE).</p>			
<b>Learning Outcomes (Instructional Objectives)</b>			
<p><b>What will learners be capable of after completing this class? Remember to phrase objectives using active verbs and include the level of proficiency expected. Use ABCD format for each objective.</b></p> <ol style="list-style-type: none"> <li>1. After completing module one, learners will know how to access university brand guidelines, share their understanding of these guidelines through mini group projects, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</li> <li>2. After completing module two, learners will know how to access university-sponsored tools for creation, share their understanding of these and other tools for creation, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</li> <li>3. After completing module three, learners will know what university-supported disseminating tools exist, share their understanding of these and other tools for disseminating, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</li> <li>4. After completing module four, learners will know what information is needed for holistic planning, complete a planning simulation during mini group projects, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</li> </ol>			

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## Class Timeline

**Provide a description of how the class will be taught over time. This should include information about activities and student products.**

The course will have four synchronous three-hour modules once a week for a month, followed by an individual, asynchronous quiz that will be made available immediately after each module and will be required to pass one day prior to the next module. During the synchronous portion of each module, the instructor will share information, learners will be broken into small groups of three to four for discussion and collaborative work, the small groups will share their information to the whole class (receiving feedback and answering questions from peers and the instructor), and the instructor will provide final thoughts on the module topic. Immediately afterwards, the instructor will make a short quiz available to all participants, who will have unlimited opportunities to pass during a limited time frame. After passing fourth and final quiz (within a week's timeframe), they will receive a certificate of completion. Throughout the course, participants will have access to a discussion portal where they can ask questions, share ideas, provide resources, ask for feedback, etc.

## Step 2 - Class Implementation

### Learner Interview

My learners both appreciated the convenience and flexibility of online courses. One had taken online courses in areas besides academia, and she believed these experiences were cheaper, thought she retained more knowledge by learning and practicing within her own work space, and (in some cases) appreciated the individualized learning environment. Neither of them liked online courses where the human element and sense of community are absent. They appreciated instructional activities that build community – like experience-based discussions and group activities (provided the groups are an appropriate size and a good fit). Neither of them liked discussion posts that feel like busy work and/or a lack of instructor feedback. With this information, I will be cognizant about course capacity and appropriate group size; I will be sure to incorporate feedback and constructive criticism; and, I will only offer voluntary-based discussion areas.

### Instructor Interview

The instructor I interviewed, overall, had positive views on my concept and course design. She thought the content was appropriate and important, liked the chunking of subject areas, liked the succession planning and reinforcement of gaining knowledge, thought it targeted an important audience who could use this to increase their knowledge for creating content, and liked that it's spread over a month and the last class leads to producing a real-life example. She was concerned that three hours might be a large time commitment. She suggested opening it up to more participants – perhaps specifying the target audience, but saying that others (specifically other staff, faculty and graduate students) are welcome to take the course as well. She suggested having some sort of open, dialogic capability throughout the course (similar to a hallway or FAQ). She also suggested connecting current participants with previous participants to learn what they're doing with the knowledge or receive critique. We also fleshed out the idea of the final course, discussed giving the separate groups two options to complete their final simulation around and repeating some of the options so that the entire class could see different perspective and approaches to the same event. This will certainly impact my design. Also, I will be instituting her suggestions of explaining the target audience, yet opening it up further and having a hallway and/or an FAQ space available throughout the course.

### Distance Education Setting/Rationale

Both Zoom and Canvas will be used for these courses, because they are supported by the university. The Office of Information Technology at UT Knoxville provides individual webpages with a wealth of resources for Zoom and Canvas called LiveOnline@UT and Online@UT, respectively. Zoom and Canvas are appropriate for this course content because Zoom provides synchronous work spaces, while Canvas provides an asynchronous environment that can handle the discussion forum and weekly tests for participants.

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<b>Technology – Hardware</b> (Click boxes of all equipment needed.)		
<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> 35mm Camera	<input type="checkbox"/> Projection System
<input type="checkbox"/> Printer	<input type="checkbox"/> Video Camera	<input type="checkbox"/> Microphone*
<input type="checkbox"/> Digital Camera*	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Video Conferencing (e.g. Zoom)
<input type="checkbox"/> Television	<input type="checkbox"/> DVD Player	<input type="checkbox"/> Headset*
<input type="checkbox"/> Handheld Devices (iPhone, iPod Touch, mp3 players)*		
<input type="checkbox"/> Other:		*helpful, but not absolutely needed
<b>Technology – Software</b> (Click boxes of all software needed.)		
<input checked="" type="checkbox"/> Microsoft Word	<input type="checkbox"/> Dreamweaver	<input type="checkbox"/> Photo Editing
<input type="checkbox"/> Microsoft Excel	<input checked="" type="checkbox"/> Firefox, Chrome, Safari	<input type="checkbox"/> Cloud Mapping
<input checked="" type="checkbox"/> Microsoft PowerPoint	<input type="checkbox"/> Online Encyclopedia	<input type="checkbox"/> Online library
<input type="checkbox"/> Microsoft Publisher*	<input type="checkbox"/> LiveText	<input type="checkbox"/> Web 2.0 tools
<input checked="" type="checkbox"/> LMS (Blackboard, Edmodo, Moodle, etc)	<input type="checkbox"/> Social Networking (Twitter, Facebook, Instagram, Skype, etc)*	<input type="checkbox"/> Podcasting (GarageBand, ProfCast)
<input type="checkbox"/> Other: WordPress, Adobe InDesign*		*helpful, but not absolutely needed
<b>Accommodation Options (Special Needs, Gifted, etc) – you must specify at least two different populations you may have in your class</b>		
Deaf or Hard of Hearing	Interpreters would be welcome to attend the courses with anyone who is deaf or hard of hearing. If videos are planned to be shown, they will be closed captioned.	
Testing Anxiety	Participants are allowed to take the multiple-choice quizzes an unlimited amount of times during a limited time period. However, if a participant has testing anxiety and is unable to pass the multiple-choice quizzes, the instructor would allow a virtual meeting to assess the ability of the participant to continue in the program.	

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<b>Step 3 – Class Design</b>				
<b>Objective and Standard</b>	<b>Instructional Strategy</b>	<b>Technology Requirements</b>	<b>Specific Outcomes</b>	<b>Assessment Technique</b>
<p><b>Objective 1:</b> After completing module one, learners will know how to access university brand guidelines, share their understanding of these guidelines through mini group projects, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</p> <p><b>Associated Standards:</b> Communications and marketing professionals have a fundamental obligation to: a) Advance the mission of their institutions in an ethical and socially responsible manner. b) Ensure their work is aligned with, and reflects, the basic values of educational institutions: discovery, creativity, an abiding respect for candor and diverse viewpoints and a firm commitment to the open exchange of ideas</p>	<p><b>Synchronously:</b> During the synchronous portion of this module, the instructor will briefly share information on how to access university brand guidelines. Then, learners will be broken into small groups of three to four for discussion and collaborative work – such as a branding scavenger hunt, and prepared discussion questions related to their portion of the hunt. Next, the small groups will share their information to the whole class (receiving feedback and answering questions from peers and the instructor). Finally, the instructor will provide final thoughts on accessing university brand guidelines.</p> <p><b>Asynchronously:</b> Immediately after the synchronous class ends, the instructor will make a short quiz available to all participants, who will have unlimited opportunities to pass during a limited time frame.</p>	<ul style="list-style-type: none"> <li>• computer</li> <li>• video conferencing</li> <li>• Chrome/Safari/Firefox</li> <li>• MS Word &amp; PowerPoint</li> <li>• LMS</li> </ul>	<p><b>Synchronously:</b> I will get an idea about who did and did not already know about university brand guidelines, and hear different ways in which learners can use these guidelines for what they already do.</p> <p>I will feel confident about their understanding of the brand guidelines rules.</p> <p><b>Asynchronously:</b> I will see participants utilizing the discussion portal to share ideas, provide resources, ask for feedback, and present clarifying questions about university brand guidelines.</p> <p>I will see learners answering 80% of the out-of-class quiz questions correctly on the first attempt.</p>	<p>Through in-class observation and an out-of-class quiz.</p>

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<p><b>Objective 2:</b> After completing module two, learners will know how to access university-sponsored tools for creation, share their understanding of these and other tools for creation, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</p> <p><b>Associated Standards:</b> Communications and marketing professionals have a fundamental obligation to: a) Ensure their work is aligned with, and reflects, the basic values of educational institutions: discovery, creativity, an abiding respect for candor and diverse viewpoints and a firm commitment to the open exchange of ideas. b) Reinforce through words and actions the principles of honesty, integrity, accountability, quality and trust, which form the basis for long-term, supportive relationships with the institution's publics.</p>	<p><b>Synchronously:</b> During the synchronous portion of this module, the instructor will briefly share information on how to access university-sponsored tools for creation. Then, learners will be broken into small groups of three to four for discussion and collaborative work – such as using one creation tool, and prepared discussion questions related to the tool they use. Next, the small groups will share their information to the whole class (receiving feedback and answering questions from peers and the instructor). Finally, the instructor will provide final thoughts on accessing university-sponsored tools for creation.</p> <p><b>Asynchronously:</b> Immediately after the synchronous class ends, the instructor will make a short quiz available to all participants, who will have unlimited opportunities to pass during a limited time frame.</p>	<ul style="list-style-type: none"> <li>• computer</li> <li>• video conferencing</li> <li>• Chrome/Safari/Firefox</li> <li>• MS Word &amp; PowerPoint</li> <li>• LMS</li> </ul>	<p><b>Synchronously:</b> I will get an idea about who did and did not already know about university-sponsored tools for creation, and hear different ways in which learners can use these tools for what they already do.</p> <p>I will feel confident about their understanding of the how to use these tools.</p> <p><b>Asynchronously:</b> I will see participants utilizing the discussion portal to share ideas, provide resources, ask for feedback, and present clarifying questions about university-sponsored tools for creation.</p> <p>I will see learners answering 80% of the out-of-class quiz questions correctly on the first attempt.</p>	<p>Through in-class observation and an out-of-class quiz.</p>
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<p><b>Objective 3:</b> After completing module three, learners will know what university-supported disseminating tools exist, share their understanding of these and other tools for disseminating, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</p> <p><b>Associated Standards:</b> Communications and marketing professionals are most successful at advancing their institutions when: a) They undertake ongoing, targeted programs of communications and marketing, employing multiple channels appropriate to the audience and the message. b) They engage in two-way communication with primary publics and actively seek feedback to help the institution align its services with existing and emerging needs of its intended beneficiaries.</p>	<p><b>Synchronously:</b> During the synchronous portion of this module, the instructor will briefly share information on what university-supported disseminating tools exist. Then, learners will be broken into small groups of three to four for discussion and collaborative work – such as a listing the pros and cons and explaining what target audiences would be best for each disseminating tools. Next, the small groups will share their information to the whole class (receiving feedback and answering questions from peers and the instructor). Finally, the instructor will provide final thoughts on accessing university-assisted disseminating tools.</p> <p><b>Asynchronously:</b> Immediately after the synchronous class ends, the instructor will make a short quiz available to all participants, who will have unlimited opportunities to pass during a limited time frame.</p>	<ul style="list-style-type: none"> <li>• computer</li> <li>• video conferencing</li> <li>• Chrome/Safari/Firefox</li> <li>• MS Word &amp; PowerPoint</li> <li>• LMS</li> </ul>	<p><b>Synchronously:</b> I will get an idea about who did and did not already know about university-supported disseminating tools, and hear different ways in which learners can use these tools for what they already do.</p> <p>I will feel confident about their understanding of the how to use these tools.</p> <p><b>Asynchronously:</b> I will see participants utilizing the discussion portal to share ideas, provide resources, ask for feedback, and present clarifying questions about university-supported disseminating tools.</p> <p>I will see learners answering 80% of the out-of-class quiz questions correctly on the first attempt.</p>	<p>Through in-class observation and an out-of-class quiz.</p>
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<p><b>Objective 4:</b> After completing module four, learners will know what information is needed for holistic planning, complete a planning simulation during mini group projects, and demonstrate their knowledge by completing a ten-question, multiple-choice quiz.</p> <p><b>Associated Standards:</b> Communications and marketing professionals are most successful at advancing their institutions when: They employ proven creative and strategic methods, as well as promising new approaches in the field, and ensure that plans, activities and outcomes can be reliably measured as part of a commitment to continuous improvement.</p>	<p><b>Synchronously:</b> During the synchronous portion of this module, the instructor will briefly share information. Then, learners will be broken into small groups of three to four and given a short list of simulation scenarios to choose from and then work together to follow through deciding what steps and tools they would use to holistically plan for their scenario. Next, the small groups will share their plans to the whole class (receiving feedback and answering questions from peers and the instructor). Finally, the instructor will provide final thoughts on the simulations and overall course.</p> <p><b>Asynchronously:</b> Immediately afterwards, the instructor will make a short quiz available to all participants, who will have unlimited opportunities to pass during a limited time frame.</p>	<ul style="list-style-type: none"> <li>• computer</li> <li>• video conferencing</li> <li>• Chrome/Safari/Firefox</li> <li>• MS Word &amp; PowerPoint</li> <li>• LMS</li> </ul>	<p><b>Synchronously:</b> I will see how learners can create a holistic plan combining and putting to action their knowledge about university brand guidelines, university-sponsored tools for creation, and university-supported disseminating tools.</p> <p>I will feel confident about their understanding of steps needed to support a well thought out plan.</p> <p><b>Asynchronously:</b> I will see participants utilizing the discussion portal to share ideas, provide resources, ask for feedback, and present clarifying questions about planning and collectively using all the resources provided by the university.</p> <p>I will see learners answering 80% of the out-of-class quiz questions correctly on the first attempt.</p>	<p>Through in-class observation, participant creation during simulation, and an out-of-class quiz.</p>
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