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Instructional Design Project Report

For EDTECH 503 (4172): Spring 2009

Submitted to: Dr. Ross A. Perkins

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Project Goal:

Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

TABLE OF CONTENTS

Synthesis Reflection Paper	3
1. Instructional Design Project Proposal	4
2. Front-end Analysis Plan	6
3. Front-end Analysis Report	8
4. Goal Analysis Document	11
5. Subskills Analysis & Entry Behaviors Flowchart	12
6. Learner and Context Analysis	14
7. Outline of Instructional Objectives	17
8. Learner Assessment Document	19
9. Motivational Strategies (ARCS)	21
10. Sequence & Timing	23
11. Instructional Materials for Learners	25
12. Formative Evaluation Plan	39
Appendix	41

From my perspective, the instructional design process can be viewed as a problem-solving process. While there are many models of instructional design, all models incorporate a basic three-step process that can be applied to any design project. The three steps are (1) analyze the need, (2) produce and implement the design, and (3) evaluate it for success. Instructional designers must successfully implement these steps to create instruction and materials that address a specific goal, the goal of learning.

Instructional design is systematic in that it involves elements which interact with and influence one another. These components are also consistent from design project to design project, no matter what the content of the instruction. The common elements are: (1) the learner, (2) the teacher or trainer, (3) the materials, and (4) the context for learning. Each of these poses critical considerations in and of themselves for the instructional designer. Additionally, their interaction also helps guide and define the instruction. Once an instructional designer comes to understand each element on its own, it is easier to clearly see how they connect to and affect one another.

In my opinion, the most important aspects of the instructional design process bookend the procedure. The needs analysis is critical to designing relevant, meaningful instruction for the learner. The evaluation of the instructional design, whether formative or summative, garners important information that can make the instruction more successful. A good instructional designer will learn from each needs analysis and evaluation that he/she conducts. To do this, the designer must also possess a willingness to change his/her preconceived notions, delivery methods, and materials.

The importance of an institution committing the time and resources to systematic instructional design is one of the key lessons I have learned this semester. Rushing development often results in poor instruction that does not meet the ultimate goal. I have experienced this in some of the Blackboard-related training I have been asked to develop in the 2008-2009 school year. Based on my experiences in this course, I see the value in each step of the instructional design process. I plan to fight for additional time to design instruction in the future.

I currently utilize a truncated version of the instructional design process almost daily in my current position as an Instructional Technology and Curriculum Development Consultant. Unfortunately, the quick turn-around required for most of my assigned training projects does not allow for a full, thorough use of the instructional design process. Typically, the need and ultimate goal is defined by upper administration. I have found the needs as defined by administration do not always match the needs as identified by the instructors. I am usually asked to define the delivery and create the materials for the project. Since I have worked in our district for several years with the same instructors, I have some insight into the general characteristics and training preferences of my learners, as well as the context in which the learning will take place. This knowledge helps me design better instruction, even when I cannot spend as much time developing my projects as I might like.

Systematic instructional design supports the effective and efficient use of educational technology. Given the expense of technology and the accountability to tax payers, good instructional design is paramount. The caveat to remember is that the use of technology as a delivery method does not constitute good instruction without thoughtful, systematic design to support it.

Part 1. Instructional Design Project Proposal

Context for Instruction

[Tulsa Technology Center](#) (TTC) is a large, independent career and technical education (CTE) school district with six campuses that serves both high school and adult students. The district offers programs in 12 of the 16 [States' Career Cluster areas](#), ranging from Architecture and Construction to Hospitality and Tourism to Transportation, Distribution, and Logistics.

Both high school and adult students face increased demands on the time they can devote to CTE. Secondary students must meet ever increasing graduation requirements in Oklahoma, limiting the amount of time that can be given to CTE during the school day. Adult students must juggle family and work while still finding time for educational pursuits. To remain a viable educational option for both of these student populations, TTC must critically review the way full-time programs are currently being offered and explore the possibilities of alternative program offerings, such as blended programs.

Blended programs combine online lesson components for theory and basic concepts with periodic face-to-face meetings on campus to complete hands-on lab/shop exercises and assessments. In a truly blended career and technology education model, the brick-and-mortar TTC campuses become, in effect, demonstration and skill labs. Students could complete the theory portion of the curriculum online at the home high school during the instructional day, at home, at public libraries, or even at computer labs on TTC campuses. Students generally travel to the campuses only to observe instructor demonstrations and/or complete lab/shop exercises and assessments of skills. The demonstration/practice/assessment sessions could be scheduled at set times (ideally offered both during the day and in the evening to accommodate the most student schedules) or could be scheduled on an individual basis with instructor approval.

Goal

Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

Goal Analysis

- I. Map curriculum to identify knowledge, competencies, and hands-on skills.
- II. Determine components of curriculum to be taught online and face-to-face.
- III. Develop pacing calendars for scheduling online instruction and face-to-face lab/shop sessions.
- IV. Plan and organize Blackboard course sites for online instruction components.

Learner Description

This instructional unit is intended for career and technical education instructors at TTC. These instructors often come to TTC directly from industry and may or may not have any background as an educator. Additionally, many instructors, particularly in the trade and industrial areas, have limited computer and technology skills.

Subject Matter Experts

The subject matter experts (SMEs) who will be consulted for this instructional design plan include the Associate Superintendent of Instruction, at least one Dean of Instruction, and at least one instructor.

Needs Analysis

The Deans of Instruction at TTC have already identified the need for blended program offerings in the district as a part of the Online Instruction Strategic Plan. The district will pilot a small number of blended programs. The needs analysis will serve the dual purpose of helping to identify potential pilot programs, as well as the readiness of those program instructors to transition their curriculum to a blended model.

The needs analysis will be delivered to instructors in a survey format through Survey Monkey and will cover the following topic areas.

- Instructor understanding of blended courses
- Instructor understanding of the knowledge, competencies, and skills required in their program curriculum
- Instructor comfort level with delivering instruction online
- Instructor need for professional development related to online instruction
- Instructor willingness to participate in blended course pilot program

Delivery Method and Materials

The instruction and materials will be delivered on a Web page available via TTC's intranet site. The site will include the following.

- Explanation of blended programs
- Vision for blended programs at TTC
- Link to needs analysis survey
- Objectives for the instructional unit
- Instructions, guidance, and document(s) for mapping curriculum from existing Course Syllabi
- Instructions and document(s) for creating pacing calendars
- Instructions and document(s) for planning and organizing Blackboard course sites

Evaluation Methods

Formative evaluations will be used to assess the instructional design plan. These methods will include will expert design review by SMEs and pilot instructor feedback on instructions and materials as they are being used.

Part 2. Front-end Analysis Plan

PARTICIPANTS

How many people will you survey or interview to collect needs assessment data? (it should be at least ten).

I plan to survey 23 total instructors – two from each of the 12 Career Clusters taught at Tulsa Technology Center (with the exception of the Finance cluster, as there is only one instructor in that cluster).

Where will you find these potential participants?

Because the majority of our instructors take their summer vacation days in July, I believe I can reasonably reach two instructors per Career Cluster. The Career Clusters represented include: Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Finance; Health Science; Hospitality & Tourism; Human Services; Information Technology; Manufacturing; Marketing, Sales & Service; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics.

The individuals to whom I plan to send the survey link include instructors on each of our six campuses.

What are some of the characteristics of the participants?

Career and technology education instructors often come to TTC directly from industry and may or may not have any background as educators. Therefore, working with curriculum and/or distance learning concepts may be new to them. Additionally, many instructors, particularly in the trade and industrial areas, have limited computer and technology skills.

LOGISTICS

What kind of instrument(s)/tools /techniques will you use to collect data for the analysis? Provide details about length, types of questions, etc.

I plan to develop a survey using SurveyMonkey. The survey will include 12 total questions, including nine multiple choice question and three open-ended questions.

The survey questions will cover the following topic areas.

- Instructor understanding of blended courses/programs
- Instructor understanding of the knowledge, competencies, and skills required in their program curriculum
- Instructor comfort level with delivering instruction online
- Instructor need for professional development related to online instruction
- Instructor willingness to participate in blended course pilot program

Where will the actual collection of data for the analysis take place? (Online? On the street? In a school?) Be specific.

I plan to e-mail the SurveyMonkey link to instructors via the Tulsa Technology Center e-mail system. The survey will be completed online, most likely in the instructors' offices on their instructor workstation.

Part 3. Front-end Analysis Report

Section 1: Characteristics of Participants

The survey link was sent to full-time program instructors who teach both high school students and adults on each of our six campuses. One hundred percent of the 23 instructors, who were sent the survey link, responded. The majority of the instructors are young and, in my experience training them in previous workshops, willing to embrace technology in the classroom. Most of the instructors have taught their program for less than five years.

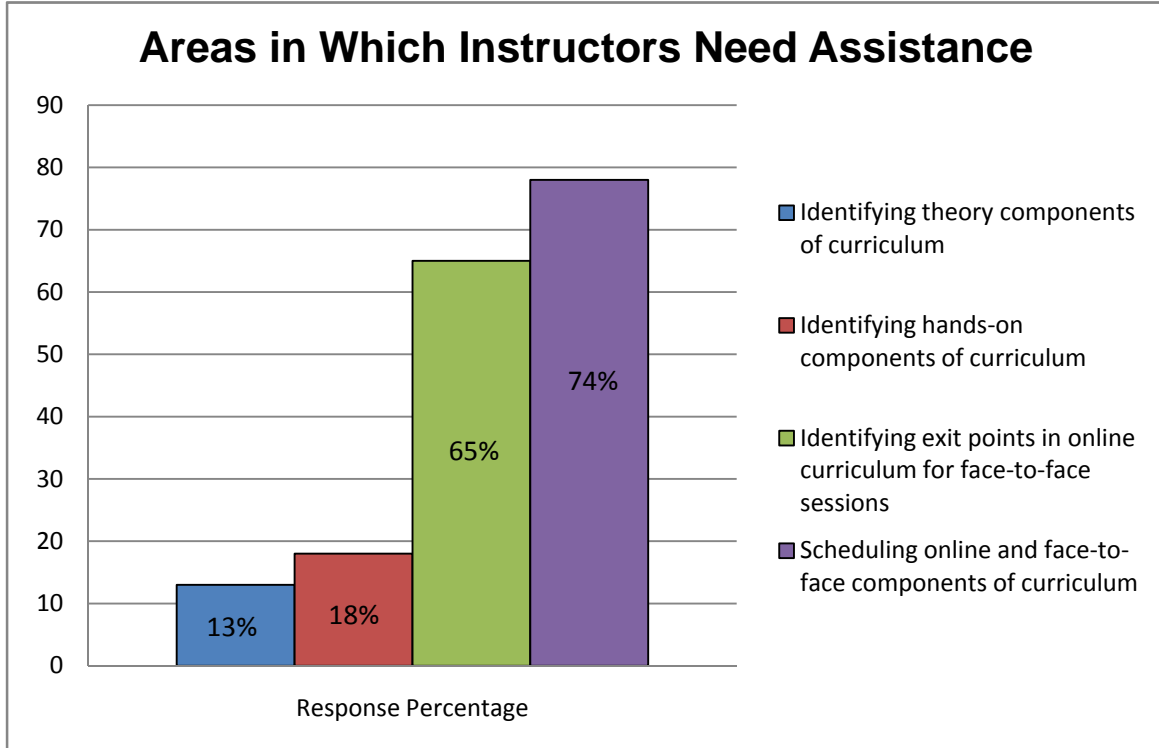
The chart below details the basic information about these instructors.

Gender		Age		Years Teaching Program	
Female	48%	35-45 years	57%	1-5 years	48%
Male	52%	46-55 years	39%	6-10 years	26%
		56+ years	4%	11-15 years	13%
				16+	13%

Section 2: Explanation of learning needs discovered

The majority of respondents (76%) have attended Blackboard Boot Camp training in which the concept of blended learning is introduced and discussed. When asked an open-ended question to define blended learning and programs, these instructors have a good understanding of what blended programs are. They also show awareness of the work needed to transition current program curriculum into a blended model. It is in this area that instructors need instruction.

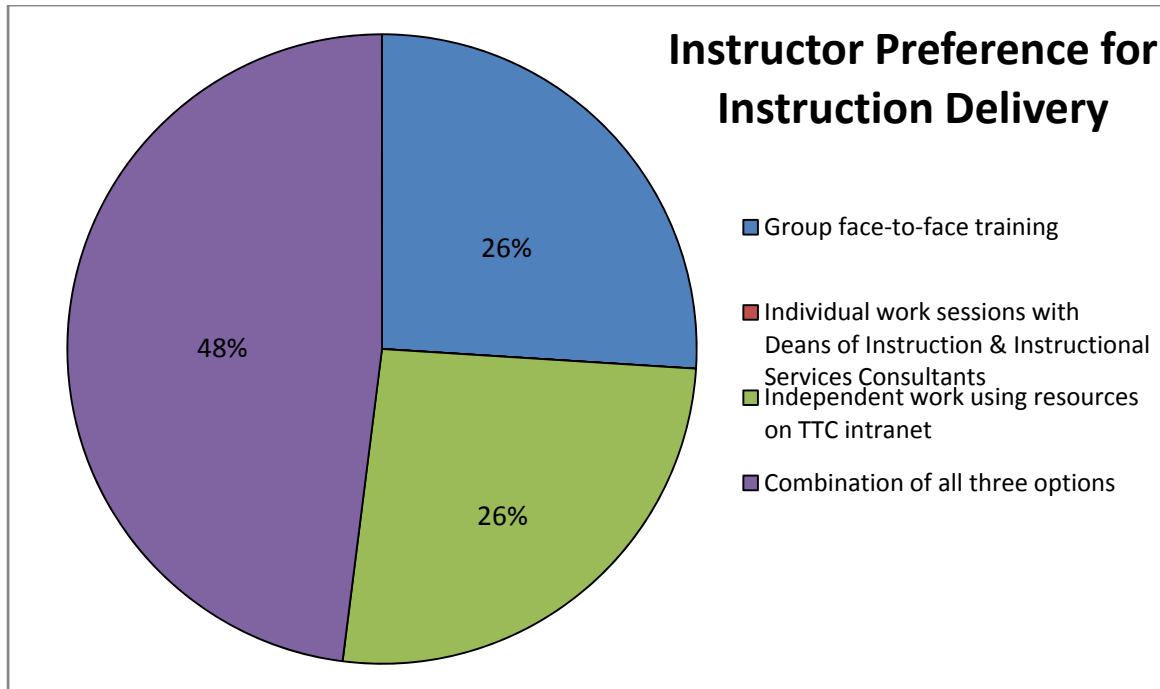
The survey responses revealed that instructors (65%) want support and guidance in dividing their curriculum into online and face-to-face components. The majority (74%) also wanted assistance in scheduling their curriculum for the transition to a blended delivery model.



Section 3: Explanation of learner preferences

The survey shows that most instructors (48%) would prefer a combination of options for instruction and assistance in transitioning their curriculum into a blended program delivery model. A combination of group face-to-face training, individual work sessions with Deans of Instruction and Instructional Services (IS) Consultants, and independent work with resources provided on the TTC intranet would be ideal for instructors.

Interestingly, none of the instructors want to solely work individually with their Dean of Instruction and IS Consultant. Based on anecdotal evidence, this has more to do with instructor resentment over being accountable to another, off-campus administrator than participating in an individual work sessions. The rapport between the Deans and instructors is generally not positive, so these sessions will be difficult. Despite the fact that instructors prefer not to attend individual work sessions, the Deans of Instruction have mandated that these work sessions will take place.



The majority of the instructors, 83%, prefer to have training, work sessions, and/or meetings at their campus location rather than at the main district offices.

Section 4: Influence on general goals or approach

The survey results confirmed the areas in which I suspected instructors would need assistance and guidance in transitioning their programs to a blended delivery model. My understanding of their needs has been gleaned through conversations during group training and one-on-one coaching related to educational technology. In other words, I have conducted additional, informal needs analysis. Thus, the instruction should focus on two main areas: (1) determining curriculum components that will be taught online and those that will be taught face-to-face and (2) scheduling online and face-to-face components.

Part 4. Goal Analysis Document

1. Goal

Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

2. Goal Analysis

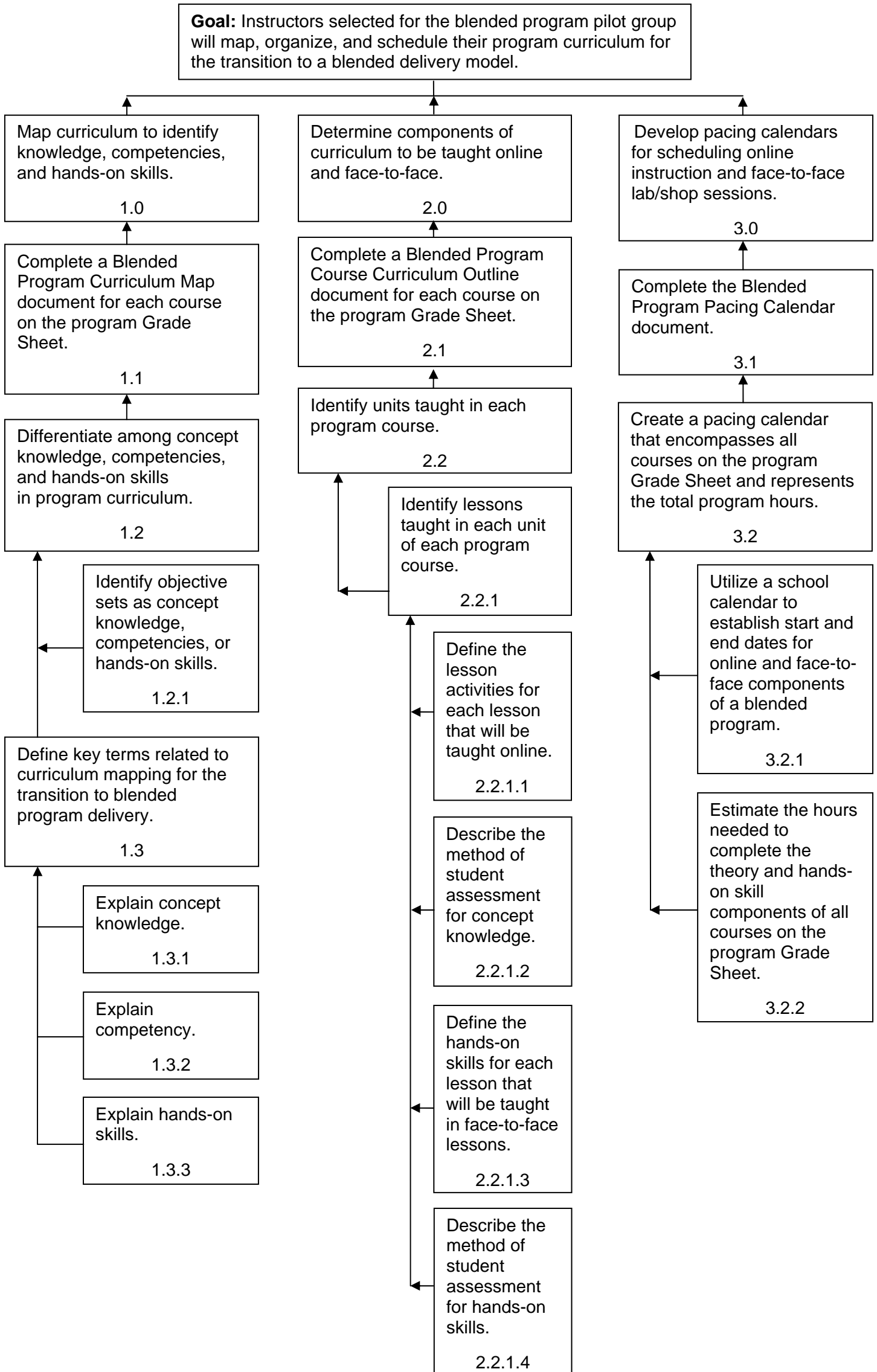
- I. Map curriculum to identify knowledge, competencies, and hands-on skills.
- II. Determine components of curriculum to be taught online and face-to-face.
- III. Develop pacing calendars for scheduling online instruction and face-to-face lab/shop sessions.

3. SME Review

I approached our Associate Superintendent of Instruction, Sandee Tackett, and one of our Deans of Instruction, Debby Peaster, after a meeting. I shared the goals listed above and my general plans for this instructional design project. Both Sandee and Debby were excited to see teacher instruction being developed in this area. Sandee and the Deans have included blended program offerings as a priority in a recently drafted three-year Online Instructional Strategic Plan for our district. Sandee thought this project would cover the initial planning and development steps to move our face-to-face programs to an online, blended delivery.

I also consulted with our Dental Assistant instructor, Jill Holland, to show her the goals and discuss the training opportunities I envision for instructors. Jill thought the goals would be helpful to instructors chosen to transition their programs to a blended delivery model. She said that she and many of her colleagues would need help figuring out which lessons to put online and which lessons to teach face-to-face. She was glad to know that some assistance would be provided in this area.

Part 5. Subskills Analysis & Entry Behaviors Flowchart



Entry Behaviors

- Navigate the Tulsa Technology Center (TTC) intranet site to locate Blended Program information and documents.
- Download Microsoft Word documents from the TTC intranet site.
- Download Adobe PDF documents from the TTC intranet site.
- Navigate the TTC shared network drives to locate program curriculum documents, including Grade Sheets and Course Syllabi.
- Open Program Grade Sheets located on TTC shared network drives.
- Open program Course Syllabi located in TTC shared network drives.
- Complete Microsoft Word documents containing text form fields.
- Understand the content of a program's Oklahoma Department of Career and Technical Education mandated curriculum.

Part 6. Learner and Context Analysis

LEARNER ANALYSIS			
	DATA SOURCE	CHARACTERISTIC	IMPLICATION
Entry Behaviors	<ul style="list-style-type: none"> • Survey: Learner • Prior experience training TTC instructors 	Instructors possess basic computer skills and knowledge of their program curriculum.	Instructors have the required entry behaviors, so they should be able to focus on transitioning curriculum to a blended program delivery model.
Prior knowledge of topic area	<ul style="list-style-type: none"> • Survey: Learner • Prior experience training TTC instructors 	As mandated by the Deans of Instruction, instructors participating in the pilot must have completed Blackboard Boot Camp Level I and II training. The concept of blended programs is introduced and discussed during this training.	Instructors already have familiarity with the blended program concept and the work required to transition a program to this format.
Attitudes toward content and potential delivery system	<ul style="list-style-type: none"> • Survey: Learner • Prior experience training TTC instructors 	The pilot instructors will have a positive attitude toward blended program delivery and are accustomed to primarily working alone with computer-delivered materials.	The pilot instructors will be ideal learners. A broader rollout of the initiative will likely encounter more challenges with the content and delivery method, as those instructors are not among early adopters or as technology savvy.
Academic motivation	<ul style="list-style-type: none"> • N/A 	N/A	N/A
Education ability and levels	<ul style="list-style-type: none"> • Prior experience training TTC instructors 	Instructors at TTC either have a bachelor's degree or are working on a degree while teaching and pursuing certification. They also routinely participate in professional development.	Education ability and levels should not affect acceptance of this instruction.

General learning preferences	<ul style="list-style-type: none"> • Survey: Learner • Prior experience training TTC instructors 	Instructors generally prefer group, face-to-face training sessions for professional development.	Directives from the Deans of Instruction will limit the amount of group training delivery for this instruction. This may make it difficult to reach some instructors.
Attitudes toward person(s) or organization providing this education and training	<ul style="list-style-type: none"> • Survey: Learner • Prior experience training TTC instructors 	The Deans of Instruction typically do not have a strong, positive rapport with instructors. However, the IS Consultants responsible for distance learning have a good relationship with most instructors.	The individual work session involving the Deans of Instruction may be less productive due to the negative rapport.
Group characteristics	<ul style="list-style-type: none"> • Survey: Learner • Prior experience training TTC instructors 	As a group, the instructors selected for the pilot program will be motivated, flexible instructors who enjoy a challenge and like to problem-solve.	The pilot instructors will be ideal learners. A broader rollout of the initiative will likely encounter more challenges, as those instructors are not among early adopters.

	CONTEXT ANALYSIS	SCHOOL DISTRICT
	CHARACTERISTIC	IMPLICATION
Performance Context		
Support	This professional development opportunity is supported by: <ul style="list-style-type: none"> • ISTE National Educational Technology Standards • Quality Matters standards • National Boards for Professional Teaching Standards – NBPTS Career and Technical Education Standards 	Instruction is supported by standards that are already known to instructors in our district.

Physical Aspects	Instruction will be completed in the instructors' offices on their instructor workstation.	The physical aspects are controlled and standardized by our district.
Social Aspects	Instructors of multi-instructor programs would be expected to work together on developing blended programs so that the program would be standardized at all campus locations. Instructors of single-instructor programs will work alone.	These expectations are not unusual requests for instructors to complete curriculum work.
Relevance	Blended programs provide the possibility of alternative program schedules and offerings, opening TTC to a broader client base of high school and adult students.	Instructors have been told through numerous presentations by our Superintendent that blended programs are expected for the future success of TTC, so they understand the relevance of this instruction.
Learning Context		
Compatibility	The instructors' offices contain the computers and printers required for the instructional materials delivery.	The expected completion of instruction in the instructors' offices on their workstation will not present compatibility issues for the type of instructional materials being used.
Adaptability for Simulation	Instructors will be assessed in an office setting similar to the instructors' offices in which the instruction has been completed.	No accommodations should be necessary for the types of assessment tools used for this instruction.
Delivery Accommodations	See above.	See above.
Learning-Site Constraints	The Deans of Instruction will most likely require the individual work sessions and training sessions take place at the main district offices, where they are housed. The district offices are closely located to only one of our six campuses.	The scheduling of work sessions and/or training sessions are out of my control. They will be scheduled by the Deans of Instruction and the Director of Professional Development. I will request that instructional sessions be scheduled with the convenience of the instructors in mind and be held on the campuses.

Part 7. Outline of Instructional Objectives

Goal: Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

To the satisfaction of his/her Dean of Instruction, the instructor will:

- 1.0 Map curriculum to identify knowledge, competencies, and hands-on skills.
 - 1.1 Given access to the Blended Program Curriculum Map document via TTC's intranet and his/her program Grade Sheets and Course Syllabi via TTC shared network drives, complete a Blended Program Curriculum Map document for each course on the program Grade Sheet.
 - 1.2 Given access his/her program Course Syllabi via TTC shared network drives, differentiate among concept knowledge, competencies, and hands-on skills in program curriculum.
 - 1.2.1 Identify objective sets as concept knowledge, competencies, or hands-on skills.
 - 1.3 Given a presentation by Instructional Services Consultants on transitioning face-to-face programs to a blended delivery model, define key terms related to curriculum mapping.
 - 1.3.1 Explain concept knowledge.
 - 1.3.2 Explain competency.
 - 1.3.3 Explain hands-on skills.
- 2.0 Determine components of curriculum to be taught online and face-to-face.
 - 2.1 Given access to the Blended Program Course Curriculum Outline document via TTC's intranet and his/her program Grade Sheets and Course Syllabi via TTC shared network drives, complete a Blended Program Course Curriculum Outline document for each course on the program Grade Sheet.
 - 2.2 Given access to his/her program Course Syllabi via TTC shared network drives and a review of lesson plans and instructional materials used to teach his/her program, identify units taught in each program course.
 - 2.2.1 Given access to his/her program Course Syllabi via TTC shared network drives and a review of lesson plans and instructional materials used to teach his/her program, identify lessons taught in each unit of each program course.

- 2.2.1.1 Define the lesson activities for each lesson that will be taught online.
 - 2.2.1.2 Describe the method of student assessment for concept knowledge.
 - 2.2.1.3 Define the hands-on skills for each lesson that will be taught in face-to-face lessons.
 - 2.2.1.4 Describe the method of student assessment for hands-on skills.
- 3.0 Given access to the Blended Program Pacing Calendar document via TTC's intranet and his/her program Grade Sheets via TTC shared network drives, develop pacing calendars for scheduling online instruction and face-to-face lab/shop sessions.
- 3.1 Given access to the Blended Program Pacing Calendar document via TTC's intranet and his/her program Grade Sheets via TTC shared network drives, complete the Blended Program Pacing Calendar document.
- 3.2 Given access to his/her program Grade Sheets via TTC shared network drives, create a pacing calendar that encompasses all courses on the program Grade Sheet and represents the total program hours.
- 3.2.1 Utilize a school calendar to establish start and end dates for online and face-to-face components of a blended program.
 - 3.2.2 Estimate the hours needed to complete the theory and hands-on skill components of all courses on the program Grade Sheet.

Part 8. Learner Assessment Document

The assessment of the blended program curriculum packet, which includes Blended Program Course Curriculum Maps, Blended Program Course Curriculum Outlines, and the Blended Program Pacing Calendar, will be completed by the instructor's Dean of Instruction. If the packet is completed to the satisfaction of the Dean, the instructor will have successfully finished the blended program transition instruction.

Goal Assessment

Goal: Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

Assessment: Completion of blended program curriculum packet, including curriculum maps, course curriculum outlines, and a pacing calendar, to the satisfaction of the instructor's Dean of Instruction.

Assessment Tool: Individualized checklist for the instructor's program curriculum packet used to verify that the packet covers each course on the program Grade Sheet.

Subgoal Assessment

Subgoal 1.0: Map curriculum to identify knowledge, competencies, and hands-on skills.

Assessment: Completion of a Blended Program Course Curriculum Map document for each course listed on the program Grade Sheet within the timeframe determined by the instructor's Dean of Instruction.

Assessment Tool: Rubric to determine the reasonable division of curriculum into content knowledge, competencies, and hands-on skills.

Subgoal 2.0: Determine components of curriculum to be taught online and face-to-face.

Assessment: Completion of a Blended Program Course Curriculum Outline document for each course listed on the program Grade Sheet within the timeframe determined by the instructor's Dean of Instruction.

Assessment Tool: Rubric incorporating elements of the Learning Objectives section of the Quality Matters standards to determine the reasonable division of online and face-to-face curriculum.

Subgoal 3.0: Develop pacing calendars for scheduling online instruction and face-to-face lab/shop sessions.

Assessment: Accurate completion of the Blended Program Pacing Calendar within the timeframe determined by the instructor's Dean of Instruction.

Assessment Tool: Generic checklist used to verify that the Blended Program Pacing Calendar

- Accounts for each course listed on the program Grade Sheet.
- Accounts for the online theory and face-to-face skills portions of the curriculum.
- Accounts for the total hours of each course and the overall program hours.
- Accounts for school holidays and closures in the established start and end dates.

Part 9. Motivational Strategies (ARCS)

Project Goal Statement (Terminal Objective): Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

Categories & Subcategories	Strategies
<p>ATTENTION A.1. Perceptual arousal A.2. Inquiry arousal A.3. Variability</p>	<p>A.1. Announce that participation in the pilot program qualifies for the district's Performance Excellence Plan (PEP), incentive pay of approximately 10% of the employee's annual salary.</p> <p>A.2. Present the transition to a blended program delivery model as a challenge to the exceptional instructors who have been chosen for the pilot project – appeal to their vanity.</p> <p>A.3. Offer instruction and support through multiple means, including group, face-to-face sessions; individual work sessions; and independent practice with the instructor's specific curriculum.</p>
<p>RELEVANCE R.1. Goal orientation R.2. Motive matching R.3. Familiarity</p>	<p>R.1. Assure instructors that the instruction will meet their expectations and goals related to blended programs by providing all the tools they need.</p> <p>R.2. Design the instruction to meet the instructors' interest and learning preferences.</p> <p>R.3. Stress how the instruction will utilize the instructors' intimate knowledge of their program curriculum (the instructor as the expert).</p>
<p>CONFIDENCE C.1. Learning requirements C.2. Success opportunities C.3. Personal control</p>	<p>C.1. Clearly communicate the pilot program expectations of the Deans of Instruction.</p> <p>C.2. Explain that the extensive amount of work required now to organize and plan their curriculum will make their blended program successful in the future.</p> <p>C.3. Inform instructors that they will have input during the formative evaluation sessions throughout the 18 weeks of</p>

	instruction.
SATISFACTION S.1. Natural consequences S.2. Positive consequences S.3. Equity	S.1. Stress the sense of achievement in participating in the pilot program and being “on the cutting edge” at TTC. S.2. Identify the monetary, recognition, and prestige rewards for participation in the pilot program. S.3. Assure instructors that all pilot program participants will have access to the same resources and rewards for successful completion.

Keller, J. M. (1987). The systematic process of motivational design. *Performance & Instruction*, 26 (9/10), 1-8.

Part 10. Sequence & Timing

Timeframe for Completion

Project Goal Statement (Terminal Objective): Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

The Deans of Instruction have allotted eighteen weeks (one semester) for completion of the curriculum organization, planning, and design of pilot blended programs. Below is the breakdown of that timeframe for completion.

1. One-hour Information Session for chosen pilot program instructors to introduce the blended program initiative and blended program curriculum packet materials. This session will take place during the professional development sessions offered prior to the start of the school year.
2. Individual meeting with the instructor's Dean of Instruction and Instructional Services (IS) Consultant to discuss the planning and design process for the instructor's particular program.
3. From weeks one to eighteen, instructors are expected to work independently on their blended program curriculum packet, which includes Blended Program Course Curriculum Maps, Blended Program Course Curriculum Outlines, and the Blended Program Pacing Calendar.
4. At six weeks, meeting with the instructor's Dean of Instruction and IS Consultant to determine progress on blended program curriculum packet.
 - Expect completion of 33% of program courses
5. At approximately nine weeks, instructors will be invited to a status meeting of the pilot program instructors, facilitated by the Instructional Services department, to talk about their progress and impressions of the blended program initiative.
6. At twelve weeks, meeting with the instructor's Dean of Instruction and IS Consultant to determine progress on blended program curriculum packet.
 - Expect completion of 66% of program courses
7. At 18 weeks, final review of blended program curriculum packet by the instructor's Dean of Instruction and approval for development phase of Blackboard online course components.
 - Expect completion of 100% of program courses

Clustering & Sequencing Objectives

Project Goal Statement (Terminal Objective): Instructors selected for the blended program pilot group will map, organize, and schedule their program curriculum for the transition to a blended delivery model.

CLUSTER	TIME FRAME	OBJECTIVES LISTED IN ORDER OF HOW THEY WILL BE TAUGHT
1	1 hour	1.3 1.3.1 1.3.2 1.3.3
2	Approximately 1 week per course*	1.2 1.2.1
3	Approximately 1 week per course*	1.0 1.1 (Blended Program Course Curriculum Map completed concurrently with Blended Program Course Curriculum Outline and Blended Program Pacing Calendar for each course on the program Grade Sheet.)
4	Approximately 1 week per course*	2.2 2.2.1 2.2.1.1 2.2.1.2 2.2.1.3 2.2.1.4
5	Approximately 1 week per course*	2.0 2.1 (Blended Program Course Curriculum Outline completed concurrently with Blended Program Course Curriculum Map and Blended Program Pacing Calendar for each course on the program Grade Sheet.)
6	Approximately 1 week per course*	3.2 3.2.1 3.2.2
7	Approximately 1 week per course*	3.0 3.1 (Blended Program Pacing Calendar completed concurrently with Blended Program Course Curriculum Map and Blended Program Course Curriculum Outline for each course on the program Grade Sheet.)

* The timeframe will be flexible based on the number of courses on the instructor's Grade Sheet, which varies from approximately 5 to 30 courses depending on the program

Part 11. Instructional Materials for Learners

Materials in this section include:

Sample Curriculum Materials

- Grade Sheet
- Course Syllabus

Instructional Materials

- Blended Program Course Curriculum Map
- Blended Program Course Curriculum Outline
- Blended Program Pacing Calendar

Cluster: Hospitality & Tourism
Pathway: Restaurant Food & Beverage Services
Occupational Focus: Culinary Arts
Career Major: Culinary Arts Management Assistant



Lemley Campus

Effective Date:
Aug. 2009

Student Name: _____

ID#:

Instructor Name: Michael Yip _____

AM _____
 PM _____

GRADES BY SECTION*:

Course Code	Class Title	Hours			Course Start Date	Course End Date
		Office Use Only				
	Term - 09/FY	Thy	Lab	Total	/ /	/ /
Year I						
HOST-0018	Introduction to Hospitality and Tourism	40	20	60		
HOST-0016	Leadership and Management	30	30	60		
RFBS-0003	Culinary Basic Skills	40	80	120		
RFBS-0025	Culinary Intermediate Skills	40	80	120		

CAMA-0004A	Hospitality Business Management I <FC00004 1 of 2>	25	10	35		
HOST-0070A	Culinary Arts Worksite Learning I <FC00070 1 of 2>	25	125	150		
Year II						
CAMA-0027	Dining Room Management	60	60	120		
CAMA-0015	Culinary Advanced Skills	40	80	120		
CAMA-0004B	Hospitality Business Management II <FC00004 2 of 2>	15	10	25		
HOST-0070B	Culinary Arts Worksite Learning II <FC00070 2 of 2>	25	125	150		
	Total Hours	340	620	960		

Comments:

Signature of Student:

Signature of
Faculty:



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CULINARY ADVANCED SKILLS

Course Syllabus



Course Number:	CAMA-0015	OHLAP Credit:	No
OCAS Code:	None		
Course Length:	120 Hours		
Career Cluster:	Hospitality & Tourism		
Career Pathway:	Restaurant Food & Beverage Services		
Career Major(s):	Culinary Arts Management Assistant		
Pre-requisite(s):	The course would follow Culinary Basic Skills.		

Course Description: This theory/lab class introduces the students to the identification and preparation of meat, poultry and seafood. It also introduces bakery skills and dessert/plate presentation. Stocks, soups and sauces will also be covered. An overview of manger is presented. Hours: 60 Theory/60 Lab

Textbooks:

- Baking Yeast Raised Products* by The Culinary Institute of America (1987)
- Basic Steps of Baking Bread* by The Culinary Institute of America (1998)
- Better Homes and Gardens New Cookbook* by Better Homes and Gardens, Meredith Books (2002)
- Betty Crocker's Cookbook* by General Mills, Golden Press (1986)
- Braising* by The Culinary Institute of America (1987)
- Chicken Fabrication* by The Culinary Institute of America (1987)
- Consommé* by The Culinary Institute of America (1987)
- Culinary Essentials* by Johnson and Wales University, Glencoe McGraw-Hill (2002)
- Deep Fat and Pan Frying* by The Culinary Institute of America (1987)

Hollandaise Sauce by The Culinary Institute of America (1987)

Introduction to Baking by The Culinary Institute of America (1987)

ProStart: Becoming a Restaurant and Foodservice Professional by National Restaurant Association Education Foundation (2005)

Professional Cooking by Wayne Gisslen, John Wiley and Sons (1999)

Rice Cooking by The Culinary Institute of America (1987)

Roasting by The Culinary Institute of America (1987)

Stocks: Brown by The Culinary Institute of America (1987)

Stocks: White by The Culinary Institute of America (1987)

Course Objectives: A. Fabricate meat, poultry, and seafood.¹

1. Identify and prepare meat, poultry and seafood fabrications.¹
 - a. Outline the federal grading systems for meat.
 - b. Describe various kinds of meat.
 - c. Demonstrate proper procedures for purchasing, storing, and fabricating meat.
 - d. Match various cooking methods with different forms of meat.
 - e. Identify and describe different types of charcuterie.
 - f. Explain garde-manger and how it relates to charcuterie.
2. Prepare poultry.
 - a. Outline the federal grading systems for poultry.
 - b. Describe various kinds of poultry.
 - c. Demonstrate proper procedures for purchasing, storing, and fabricating poultry.
 - d. Match various cooking methods with different forms of poultry.
3. Prepare seafood.
 - a. Outline the federal grading systems for seafood.
 - b. Describe various kinds of seafood.
 - c. Demonstrate proper procedures for purchasing, storing, and fabricating seafood.
 - d. Match various cooking methods with different forms of seafood.

B. Demonstrate fundamentals in dessert and bakery preparation.¹

1. Prepare desserts and baked goods.
 - a. Identify and use common ingredients in baking.
 - b. Identify and describe types and roles of strengtheners, shortening, sweeteners, flavorings, leaveners, and thickeners.
 - c. Calculate ingredient weights using baker's percentages.
 - d. Convert recipes to a new yield.
 - e. Differentiate between lean doughs, rich doughs, sponge doughs, and sourdoughs, and give examples.
 - f. Proof bake shop items.

- g. Mix yeast dough using the straight mix method.
- h. Prepare and compare yeast breads.
- i. Prepare different types of quick breads and cake batters.
- j. Identify the main functions of icings and determine which are best suited for different baked goods.
- k. Prepare and describe steamed puddings and desert soufflés.
- l. Prepare pie dough using the 3-2-1 method.
- m. State in their own words the procedure for baking blind.
- n. Describe roll-in dough, phyllo dough, and pâte à choux.
- o. Prepare cookies using various makeup methods.
- p. Explain how chocolate is made, including chocolate liquor, cocoa butter, and cocoa powder.
- q. Demonstrate how to store chocolate properly.
- r. State in their own words how to temper chocolate.
- s. Explain how crème anglaise, pastry creams, and Bavarian creams are made, and how they are used in desserts.
- t. List the steps used to prepare poached fruits and tortes.

C. Demonstrate techniques used in stocks, soups and sauces.¹

- 1. Prepare stocks.
 - a. Identify the four essential parts of stock and the proper ingredients for each.
 - b. List and explain the various types of stock and their ingredients.
 - c. Demonstrate three methods for preparing bones for stock.
 - d. Prepare the ingredients for and cook several kinds of stocks.
 - e. List the ways to cool stock properly.
- 2. Prepare soups.
 - a. Identify the two basic kinds of soups and give example of each.
 - b. Explain the preparation of the basic ingredients for broth, consommé, purée, clear, and cream soups.
 - c. State in their own words the steps in the preparation of several kinds of soups.
- 3. Prepare sauces.
 - a. Identify the grand sauces and describe other sauces made from them.
 - b. List the proper ingredients for sauces.
 - c. Prepare several kinds of sauces.
 - d. Match sauces to appropriate foods.

D. Demonstrate salads and cold food production.¹

E. Demonstrate potatoes and grain preparation.¹

- 1. Prepare Potatoes.
 - a. Outline methods to select, receive, and store potatoes.
 - b. Identify and describe different types of potato.
 - c. Using variety of recipes and cooking techniques prepare

- potatoes.
- 2. Prepare Grains.
 - a. Outline methods to select, receive, and store grains.
 - b. Distinguish between various forms of wheat.
 - c. Identify and describe different types of grains and legumes.
 - d. Using a variety of recipes and cooking techniques prepare grains and legumes.
 - e. legumes.
 - f. Identify and describe different types of pasta.
 - g. Using a variety of recipes and cooking techniques prepare pasta.

¹ODCTE objective

All unmarked objectives TTC instructor developed.

Teaching Methods: The class will primarily be taught by the lecture and demonstration method and supported by various media materials to address various learning styles. There will be question and answer sessions over material covered in lecture and media presentations. Supervised lab time is provided for students to complete required projects.

Grading Procedures:

1. Students are graded on theory and shop practice and performance.
2. Each course must be passed with seventy percent (70%) or better.
3. Grading scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=50-59%.

Description of Classroom, Laboratories, and Equipment: Tulsa Technology Center campuses are owned and operated by Tulsa Technology Center School District No. 18. All programs provide students the opportunity to work with professionally certified instructors in modern, well-equipped facilities.

Available Certifications/ College Credit The student may be eligible to take state, national or industry exam after completion of the program. College credit may be issued from Oklahoma State University-Okmulgee, Rogers State University or Tulsa Community College. See program counselor for additional information.

College Credit Eligibility: The student must maintain a grade point average of 2.0 or better.

Blended Program Course Curriculum Map

The text form fields in this document will expand to accommodate the needed text entry.

Cluster:

Pathway:

Occupational Focus:

Career Major:

Course Number & Name:

Instructor:

Date Completed:

Objectives Set from Course Syllabus	Core Knowledge	Core Competencies	Hands-on Skills

Blended Program Course Curriculum Outline

The text form fields in this document will expand to accommodate the needed text entry. Duplicate and/or delete the Unit and/or Lesson fields as necessary to reflect your course content.

Cluster:

Pathway:

Occupational Focus:

Career Major:

Course Number & Name:

Instructor:

Date Completed:

Unit 1 Title:

Unit 1 Overview:

Lesson 1 Title:

Lesson 1 Overview:

Concept Knowledge Learning Activities for Online Delivery:

- 1.
- 2.
- 3.
- 4.
- 5.

Hands-on Skills for Face-to-Face Delivery:

Student Assessment:

Concept Knowledge Assessment:

Hands-on Skills Assessment:

Lesson 2 Title:

Lesson 2 Overview:

Concept Knowledge Learning Activities for Online Delivery:

- 1.
- 2.
- 3.
- 4.
- 5.

Hands-on Skills for Face-to-Face Delivery:

Student Assessment:

Concept Knowledge Assessment:

Hands-on Skills Assessment:

Unit 2 Title:

Unit 2 Overview:

Lesson 1 Title:

Lesson 1 Overview:

Concept Knowledge Learning Activities for Online Delivery:

- 1.
- 2.
- 3.
- 4.
- 5.

Hands-on Skills for Face-to-Face Delivery:

Student Assessment:

Concept Knowledge Assessment:

Hands-on Skills Assessment:

Lesson 2 Title:

Lesson 2 Overview:

Concept Knowledge Learning Activities for Online Delivery:

- 1.
- 2.
- 3.
- 4.
- 5.

Hands-on Skills for Face-to-Face Delivery:

Student Assessment:

Concept Knowledge Assessment:

Hands-on Skills Assessment:

Unit 3 Title:

Unit 3 Overview:

Lesson 1 Title:

Lesson 1 Overview:

Concept Knowledge Learning Activities for Online Delivery:

- 1.
- 2.
- 3.
- 4.
- 5.

Hands-on Skills for Face-to-Face Delivery:

Student Assessment:

Concept Knowledge Assessment:

Hands-on Skills Assessment:

Lesson 2 Title:

Lesson 2 Overview:

Concept Knowledge Learning Activities for Online Delivery:

- 1.
- 2.
- 3.
- 4.
- 5.

Hands-on Skills for Face-to-Face Delivery:

Student Assessment:

Concept Knowledge Assessment:

Hands-on Skills Assessment:

Blended Program Pacing Calendar

The text form fields in this document will expand to accommodate the needed text entry. Insert rows as necessary to reflect your course sequence and content.

Cluster:

Pathway:

Occupational Focus:

Career Major:

Instructor:

Date Completed:

Program Start Date:

Program End Date:

Total Hours:

Course	Hours	Start Date	End Date
Course Number & Name:			
Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			
Course Number & Name:			
Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			
Course Number & Name:			
Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			
Course Number & Name:			
Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			
Course Number & Name:			

Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			
Course Number & Name:			
Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			
Course Number & Name:			
Online Theory Component			
Hands-on Skills Session 1			
Hands-on Skills Session 2			
Hands-on Skills Session 3			

Part 12. Formative Evaluation Plan

One-to-One Evaluation Plan

During the six week meeting with the instructor and Dean of Instruction, I would have the opportunity to conduct an informal assessment of the clarity and usefulness of the instructional materials. I would ask the instructor to tell me specifically about his/her experience using the instructional materials. I would ask the following types of questions: (1) was the purpose of each document clear, (2) were the documents in a user-friendly format, (3) what challenges had the instructor encountered in using the documents, (4) did the documents help the instructor work with and organize his/her curriculum, etc. Given the individual instructor feedback, the Blended Program Course Curriculum Map, the Blended Program Course Curriculum Outline, and the Blended Program Pacing Calendar could be modified for use during the remaining weeks of the project.

At the twelve week meeting with the instructor and Dean of Instruction, I would ask each Dean of Instruction about the assessment tools provided for their use. By this time, the Deans will have had an opportunity to use the assessment tools and will be able to provide feedback on their usefulness. I would ask the Deans to tell me specifically about their experiences using the assessment tools. I would ask the following types of questions: (1) was the purpose of each tool clear, (2) were the tools in a user-friendly format, (3) what challenges had the Dean encountered in using the tools, (4) did the tools help the Dean assess the completeness and accuracy of the blended program curriculum packet, etc. Adjustments could be made to the assessment tools for the final review of the blended program curriculum packet.

Small Group Evaluation Plan

Prior to the nine weeks status meeting of the pilot program instructors, I would send a short survey asking about any changes that had been made to the instructional materials based on the feedback I received during week six. At the meeting, I would discuss the results of the survey with the instructors and ask about any further changes to the documents that they would like to see.

Considering that an increased number of instructors would most likely be involved in the next round of the blended program initiative, I would also want suggestions for improvements to the overall pilot project. I would address the following with the pilot instructors: (1) should the Deans modify their required characteristics for an instructor to be able to teach a blended program (what should the instructor know and/or be able to do before trying to transition his/her program to a blended delivery model), (2) what additional instructional materials would be helpful to the process of transitioning curriculum to a blended delivery model, (3) is the timeline and sequencing of the instruction realistic given the other duties of instructors participating in the blended program transition, etc. It should be noted that significant changes to the goals of the

initiative or instructional materials would require the approval of the Associate Dean of Instruction and the Deans of Instruction.

Appendix

Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks show on the list of assignments. Not all standards are addressed explicitly through student work.

Standard 1: DESIGN

1.1 Instructional Systems Design (ISD)	X
1.1.1 Analyzing	X
1.1.2 Designing	X
1.1.3 Developing	X
1.1.4 Implementing	X
1.1.5 Evaluating	X
1.2 Message Design	
1.3 Instructional Strategies	X
1.4 Learner Characteristics	X

Standard 2: DEVELOPMENT

2.0 (includes 2.0.1 to 2.0.8)	X
2.1 Print Technologies	X
2.2 Audiovisual Technologies	
2.3 Computer-Based Technologies	X
2.4 Integrated Technologies	

Standard 3: UTILIZATION

3.0 (includes 3.0.1 & 3.0.2)	
3.1 Media Utilization	X
3.2 Diffusion of Innovations	
3.3 Implementation and Institutionalization	X
3.4 Policies and Regulations	

Standard 4: MANAGEMENT

4.0 (includes 4.0.1 & 4.0.3)	
4.1 Project Management	
4.2 Resource Management	
4.3 Delivery System Management	
4.4 Information Management	

Standard 5: EVALUATION

5.1 Problem Analysis	X
5.2 Criterion-Referenced Measurement	X
5.3 Formative and Summative Evaluation	X
5.4 Long-Range Planning	

1.0 Design

1.1 Instructional Systems Design

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

1.1.3 Developing

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

1.1.4 Implementing

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.5 Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

1.3 Instructional Strategies

1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.

1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.

1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.

1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

1.4 Learner Characteristics

1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.

1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.

1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

2.0 Development

2.0.1 Select appropriate media to produce effective learning environments using technology resources.

2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.

2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.

2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.

2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.

2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.

2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

2.1 Print Technologies

2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.

2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

2.3 Computer-Based Technologies

2.3.2 Design, produce, and use digital information with computer-based technologies.

3.0 Utilization

3.1 Media Utilization

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

3.3 Implementation and Institutionalization

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.

3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.

3.3.3 Identify strategies to maintain use after initial adoption.

4.0 Management

(none specifically addressed in 503)

5.0 Evaluation

5.1 Problem Analysis

5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

5.2 Criterion-referenced Measurement

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

5.3 Formative and Summative Evaluation

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.

SMET = School Media & Educational Technologies