Instructional designer perspective v0.2

Changes:

1. Added the "Create Content" process (between design and assemble).
2. Added technology specific capabilities:
    a. Video capture
    b. Static resources (web pages, PDF's, graphics)
    c. Quizzes, tests
3. Collapsed "Assemble team" and "Collaborate" into one capability
4. Moved "Determine to build or buy" from the "Assemble" process to the "Design" process

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1. Determine value
    a. Capabilities
        i. Evaluate audience
        ii. Evaluate scope of use
        iii. Canvas similar objects
        iv. determine type of use
        v. Determine IP rights for design
        vi. protect IP rights
    b. Data Elements
        i. Initial Goals
        ii. Industry/Peer Surveys
        iii. Assets and Contents
        iv. Reposed Asset Catalog
        v. List of Asset Catalogs
        vi. Intellectual Property Law Cheat Sheets
        vii. Student Demographics
        viii. Current Course Analytics
2. Determine pedagogical goals
    a. Capabilities
        i. Analyse gaps
        ii. Specify competencies
        iii. Specify measurements
        iv. Determine learner characteristics
        v. Review existing catalogues of competencies
        vi. Formalize goals
        vii. Vet goals
    b. Data Elements
        i. Existing measures
        ii. External requirements
        iii. Courses
        iv. Competencies
            1. Internal
            2. Professional/external
        v. Gap analyses
        vi. Degree rules
        vii. Course/program catalog
        viii. Learner competency mappings
3. Designing activities
    a. Capabilities
        i. Assess modality (synch, asynch)
        ii. Assemble team, collaborate
        iii. Determine whether to build or buy (or adopt/adapt)
        iv. Develop learning map and sequencing
        v. Determine authoring platforms
        vi. Identify associated competencies
        vii. Select appropriate activity types
        viii. Design metrics and analytics
    b. Data elements
        i. Team roster and skill inventory
        ii. IP rules and policies
        iii. Modality list
        iv. Learner competency mappings
        v. Learning map & sequence
        vi. Competency catalogs
            1. Internal
            2. Professional/external
        vii. Inventory of learning tools
        viii. Analytics from previous courses
4. Create/develop content
    a. Capabilities
        i. Video capture
        ii. Static resources (web pages, PDF's, graphics)
        iii. Quizzes, tests
5. Assembling content

a. Capabilities
      i. Assessing quality of content (assets)
      ii. Test that it meets goals
      iii. Provide access to existing content repositories
      iv. Determine rights and entitlements
      v. Obtain rights for external content
      vi. Protect IP rights.
   b. Data Elements
      i. Modality list
      ii. Best practices for tools
      iii. List of delivery systems
      iv. Usage policies/best practices for content
      v. Previous analyitcs
6. Design Assessments
   a. Capabilities
      i. Match Outcomes to Assessment Types
      ii. Develop Assessment Criteria
      iii. Develop Assessments
      iv. Sequence with Activities and content
      v. Match assessments to competencies and goals
      vi. Validate efficacy
   b. Data Elements
      i. Design/pedagogical goals
      ii. Assessments
         1. Rules (timed, retries, etc.)
      iii. Assessment types
      iv. Competencies
      v. Outcomes
      vi. Outcome descriptions
      vii. Learning map/sequence
      viii. Criteria
         1. Evaluation Instructions
         2. Rubrics
         3. Scalars
7. Implement
   a. Capabilities
      i. Publish
      ii. Activate
      iii. Prepare consumers (train/educate)
      iv. Document practices/instructions
      v. Administer assessments
      vi. Collect outcomes
      vii. Entitle usage
      viii. Track usage/consumption
   b. Data Elements
      i. Documentation/training materials
      ii. Sequence map
      iii. Learning objects/assets
      iv. Usage data
      v. Usage policies
      vi. Learning context (class or other types, e.g., MOOC)
      vii. Outcomes
      viii. Formats
      ix. Assessments
      x. Asset catalog
      xi. Asset packages
      xii. Entitlements
8. Evaluate
   a. Capabilities
      i. Survey
      ii. Analyze outcome data
      iii. Conduct focus groups
      iv. Peer review
      v. Collect & analyze analytics
         1. Learner
         2. Usage
         3. Instructional
      vi. Compare iterations
   b. Data Elements
      i. Surveys
      ii. Survey results
      iii. Outcomes
      iv. Competencies
      v. Peers
      vi. External assessments
      vii. External assessment results
9. Repose content
   a. Capabilities
      i. Store

ITANA Reference Architecture for Teaching and Learning
Instructional designer capability map (draft) version 0.2
September 2013

Process phases: Determine value → Determine pedagogical goals → Design → Create content → Assemble content → Assess design → Implement → Evaluate (learning object) → Repose

Capabilities:

Determine value	Determine pedagogical goals	Design	Create content	Assemble content	Assess design	Implement	Evaluate	Repose
Evaluate audience	Analyse gaps	Assemble team Collaborate	Video capture		Match outcomes to assessment types	Publish	Survey	Store
Evaluate scope of use	Specify competencies	Assess/determine modality	Static content PDF, html	Assess quality of content	Develop assessment criteria	Activate	Analyse outcome data	Retrieve
Canvas similar objects	Specify measurements	Determine whether to build or buy	Quizzes tests	Test that content meets goals	Sequence with activities and content	Train/educate consumers	Peer review	Tag, manage metadata
Determine IP rights for design	Determine learner characteristics	Assemble instructional and learning activities		Provide access to existing content repositories	Match assessments to competencies and goals	Document practices and instructions	Collect analyse anaytics (learner, usage, instructional)	Abstract, reuse
Determine type of use	Review existing competency catalogues	Develop map, sequencing		Determine rights and entitlements	Validate efficacy	Administer assessments	Comapre iterations	Secure
Protect IP rights	Formalize goals	Determine authoring platforms		Obtain rights for external content		Collect outcomes		
	Vet goals	Identify competencies		Protect IP rights		Entitle usage		
		Select activity types				Track usage and consumption		
		Design metrics and analytics						

Information layer

Packages (column 1): Intial goals; Industry, peer surveys; Current assets; Asset catalogue; Catalogue of catalogues; IP rules; Student demographics; Current course analytics

Packages (column 2): Existing measures; External requirements; Course program catalogue; External internal competencies; Gap analysis; Degree rules; Learner competency mappings

Packages (column 3): Team roster skill inventory; IP rules and policies; Modality list; Learner competency mappings; Learner map and sequencing; Competency catalogues; Inventory of learning tools; Analytics from previous course

Packages (column 4): Modality list; Usage policies; Best practices for tools; Previous analytics