



# The HIDOC Course Blueprint: Mapping your Course Design Step-by-Step

QM Connect 2024 | Dr. Bethany Simunich |



Dr. Bethany Simunich



Dr. Andrea Gregg

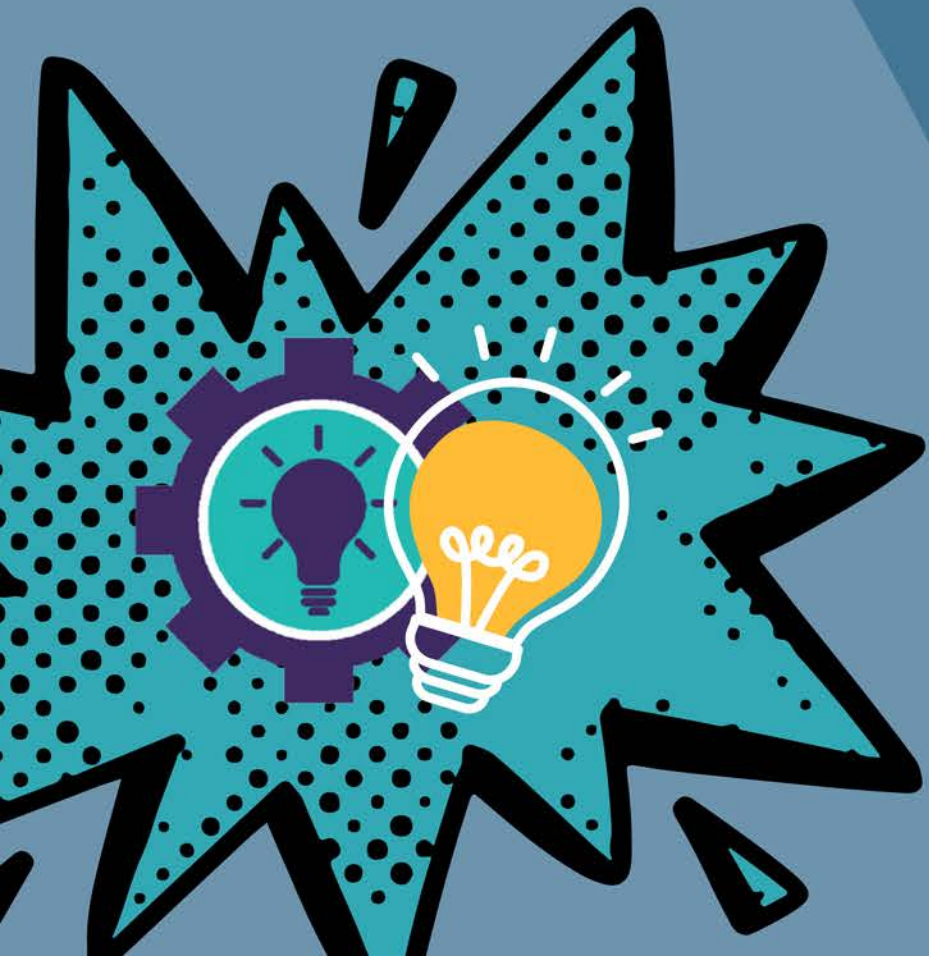


Penny Ralston-Berg



# Session Objectives

- Explain the HIDOC design model and why it's a best-fit for the unique needs of online learning environments.
- Identify the components of a course blueprint or map and their importance to design and review.
- Describe how a course blueprint or map can be used as part of continuous improvement.

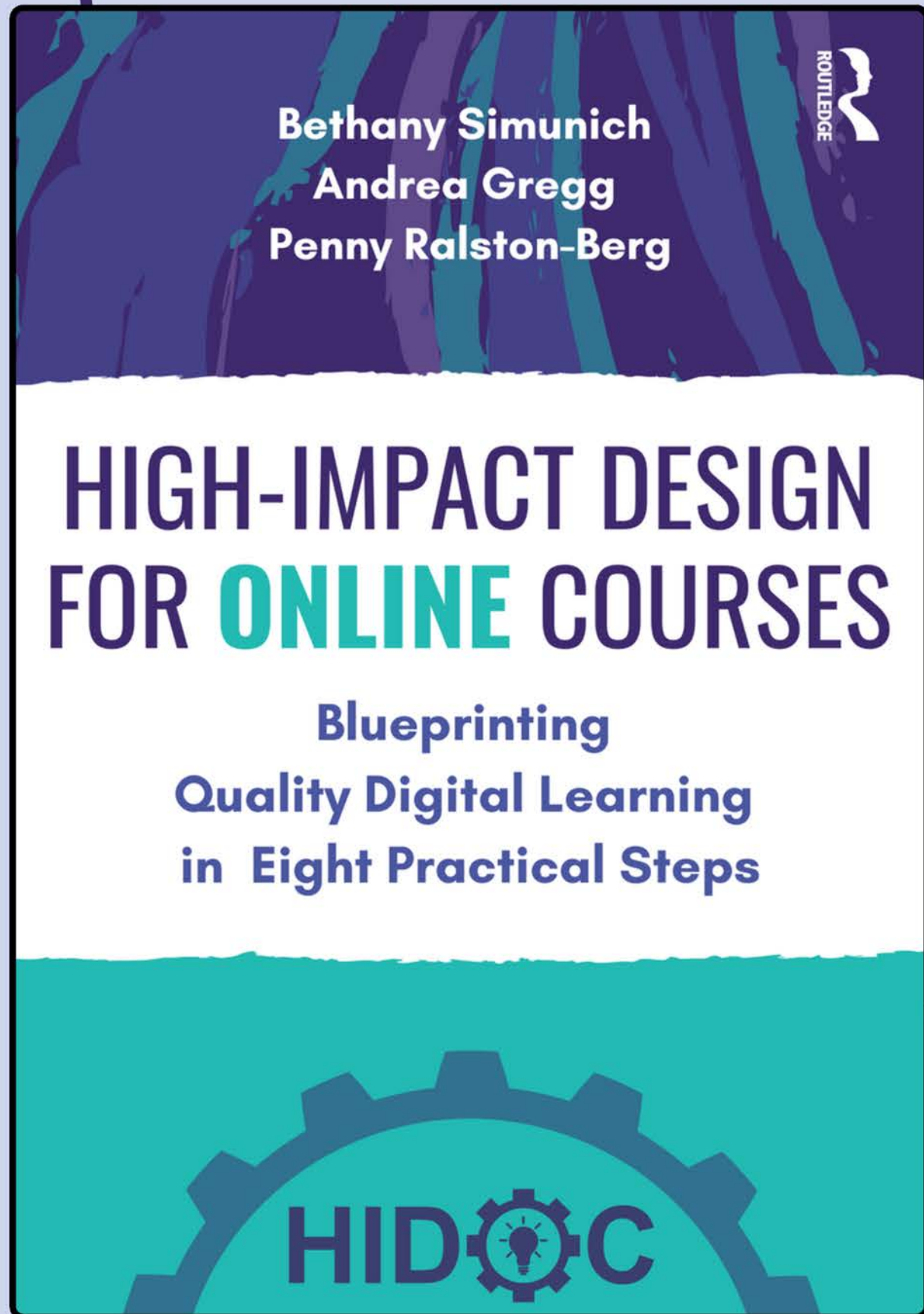


What is HIDOC  
&

Why did we  
develop a new  
design model?



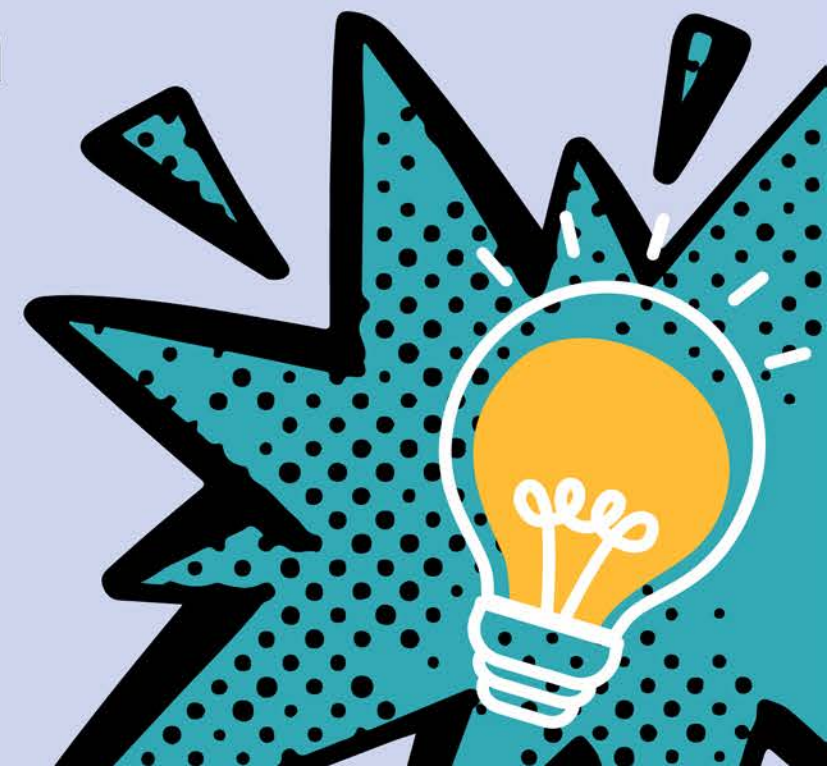




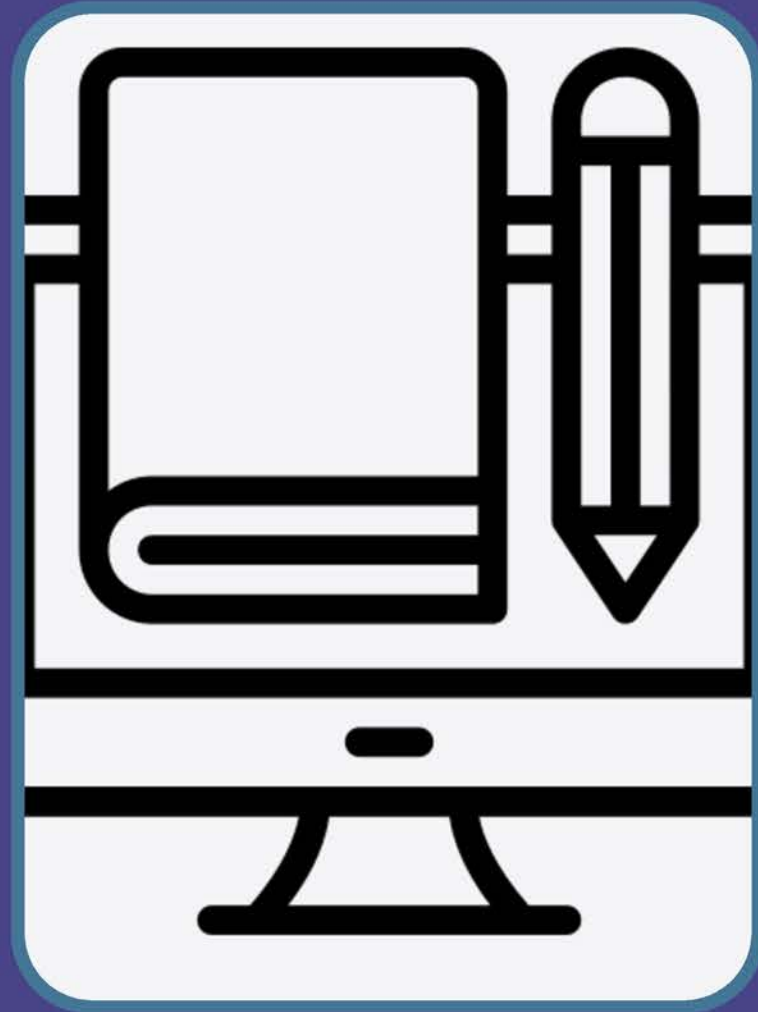
# HIDOC

An 8 Step Instructional Design Model  
Purpose-Built for Online Learning.

**FREE** resources available at  
[hidocmodel.com](https://hidocmodel.com)



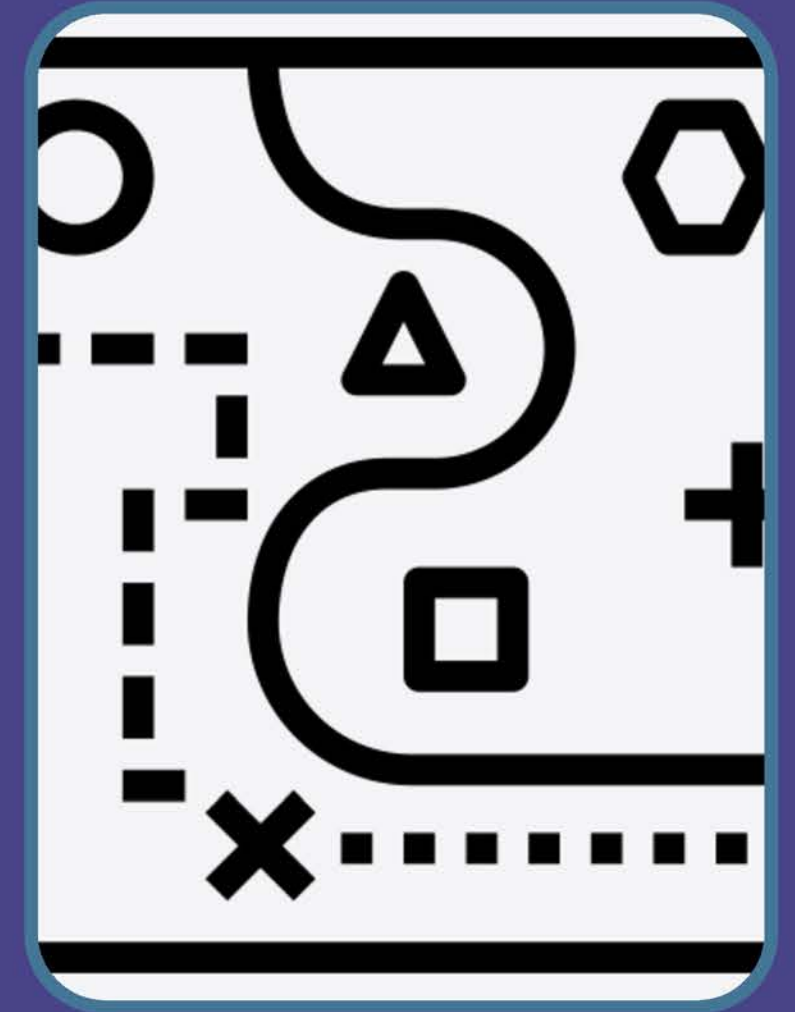
# Modality Matters



Modality  
Impacts  
Design



Online Learners  
need  
Unique Support



Continuous  
Improvement  
is Planful



# Research & Practitioner Based

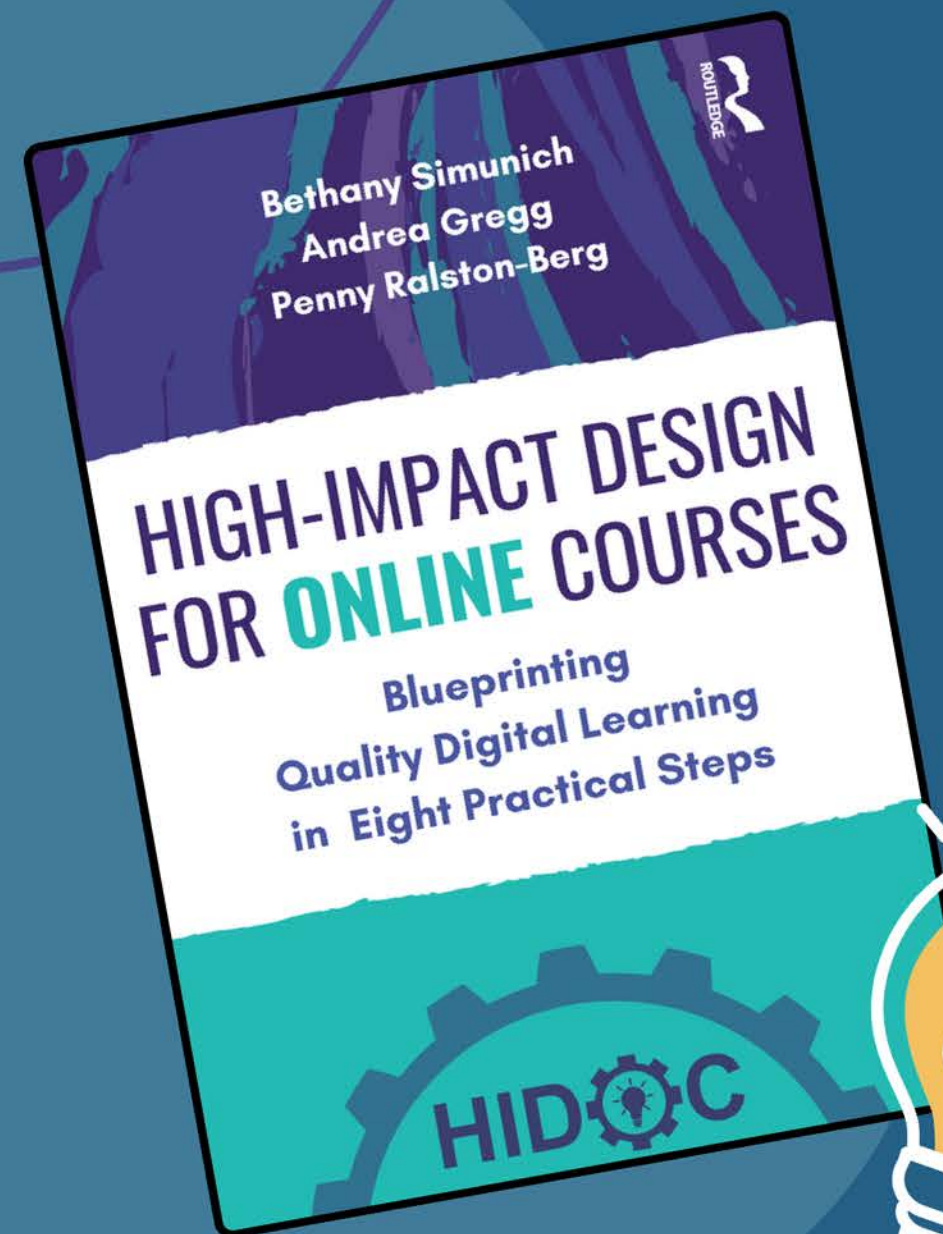
- Reflects established instructional design best practices and foundational principles.
- Reflects research on: Col/presence, inclusive design, HIPs, authentic assessments, and more.

## ***Collectively, the authors have:***

- over 60 years experience in online learning
- designed 500+ courses, independently and with SMEs
- authored/presented 200+ publications & presentations on online topics
- taught 100+ academic courses and faculty workshops







# How the Book is Structured



## Part One

- **HIDOC: The 8 Step Model**
  - Includes “Design Docs” for each Step
  - Includes bonus “Development Docs”
- **Bonus chapter on online teaching**

## Part Two

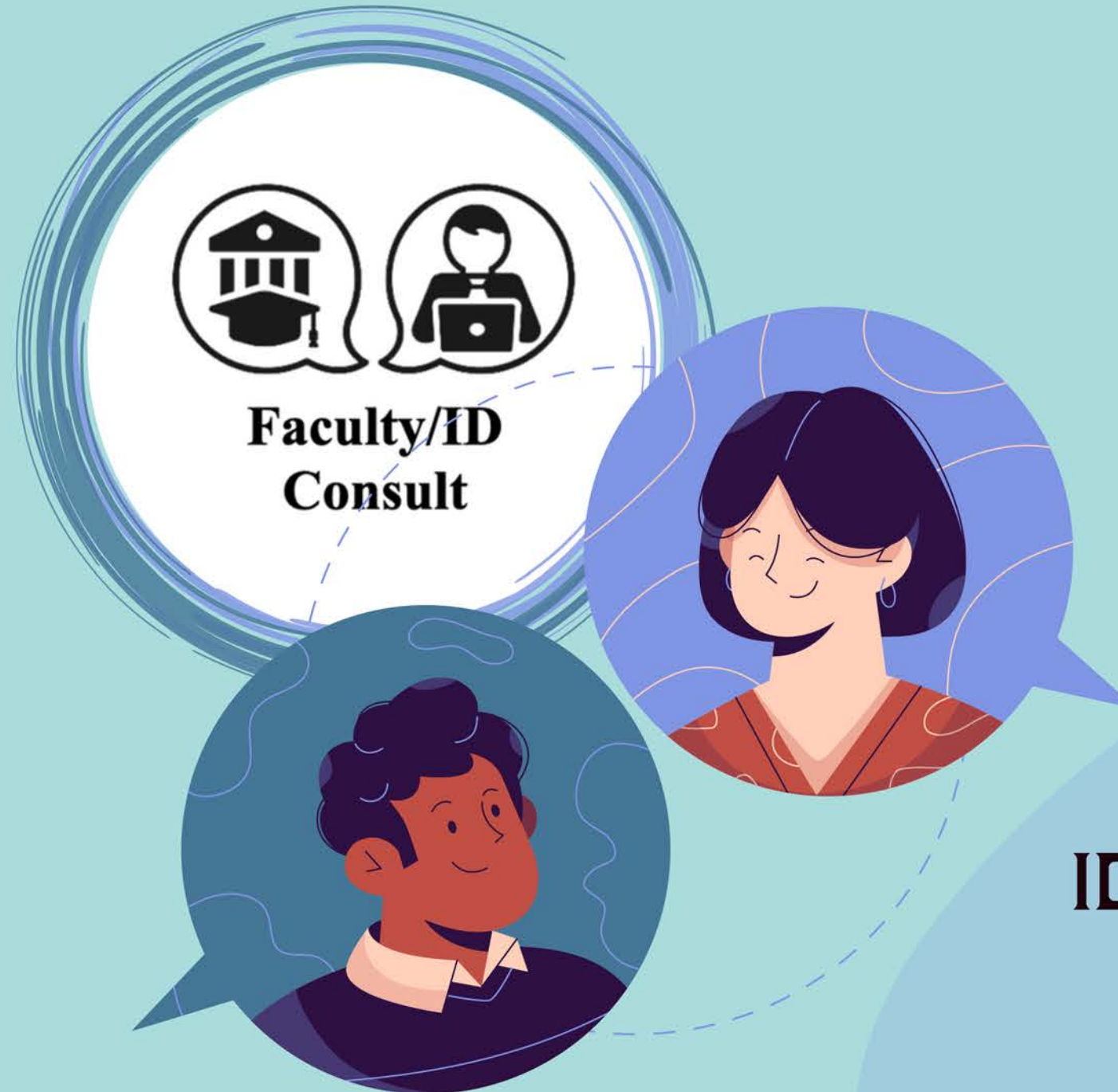
- **HIDOC-in-Action: Case examples to help with application**





# Includes Example Consultations

Each Step includes a sample consultation with a frequently-asked or “tough” faculty question about the topic



IDs can use this in their own work to help prep for the discussion



# Design is about Relationships & Collaboration

Asking the  
right  
questions



Providing  
helpful &  
motivating  
responses





# Bonus Step: Delivery

- Teaching Presence begins with Design...  
and follows through to the active teaching during delivery
- The Bonus Step offers tips for “Just in Time” online teaching
- Includes guidance for elevating interaction (RSI tips!)
- Provides example Announcements to use throughout the term
- Guides you to consider teaching workload & interaction via:
  - Course Schedule
  - An expanded Teaching Calendar (started in Step 8)





# HIDOC-in-Action

Part Two of HIDOC = 10 example cases of online courses with specific issues that HIDOC can help with.

## Includes:

- Insights to proactively avoid common pitfalls
- Multiple examples of how to use HIDOC for full or targeted revision
- Examples of helpful suggestions to faculty designers

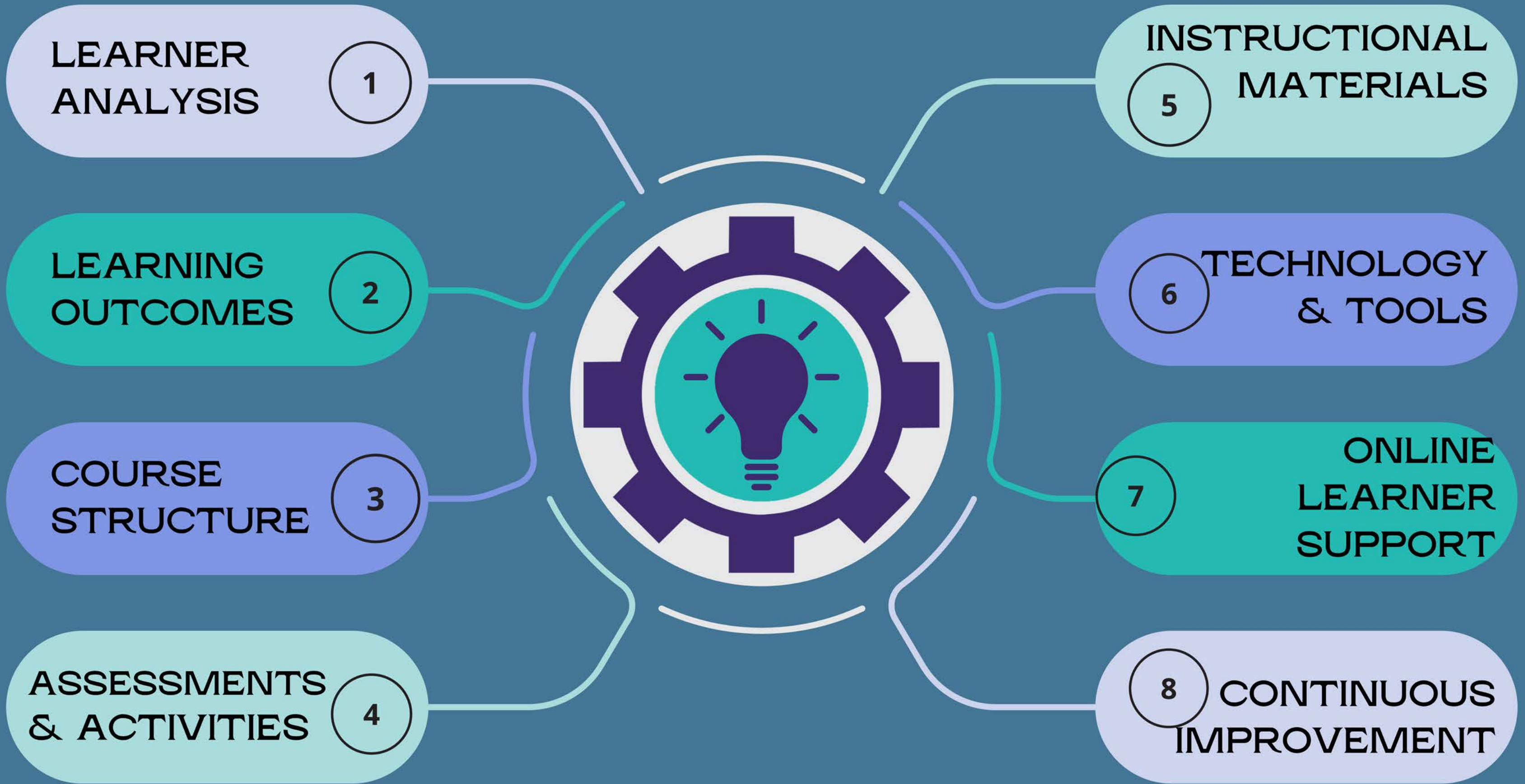




# Overview of the 8 Steps

Work through the steps sequentially  
or focus on specific steps for  
revision/continuous improvement







# 1 Learner Analysis



Who are your potential students?

Step 1, learner analysis, involves considering your students, and the knowledge, competencies, and misconceptions they will bring to your class. Often overlooked or assumed, this is an essential first Step that also focuses your design, from the start, on your unique students.

# Step 1

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## Step 1: Learner Analysis

### Part 1: Key Course Details

Enter the following key information about your course.

1. Course name & number	
2. Course level, e.g., grad., undergrad., dual enrollment	

HIGH-IMPACT DESIGN FOR ONLINE COURSES

## Step 1: Learner Analysis

### Part 2: Learner Considerations

Respond to the following questions to get a holistic sense of your anticipated learners and their learning needs.

1. Who typically takes your course?
2. What knowledge & experience do students typically bring into the course?
3. What misconceptions or preconceived notions do students often have/are likely to have about the course?



# 1 Learner Analysis



Who are your potential students?

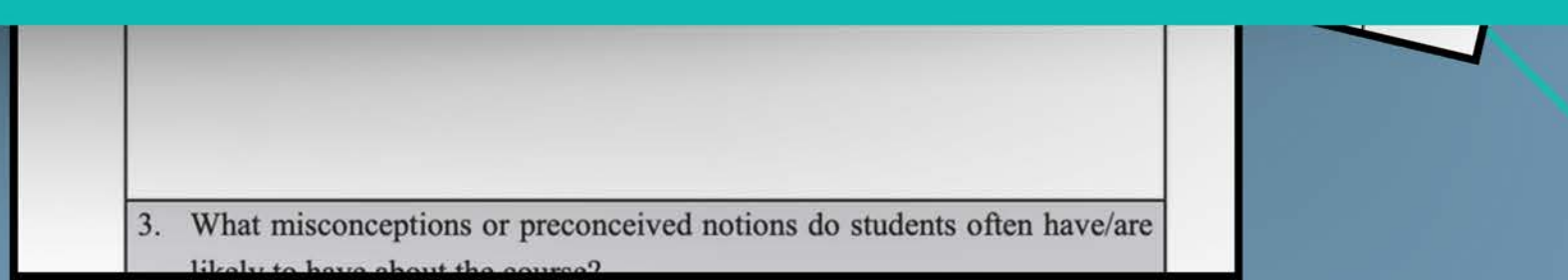
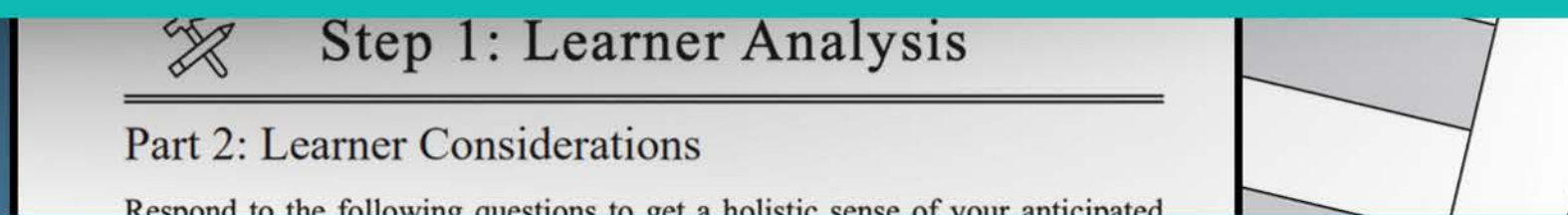
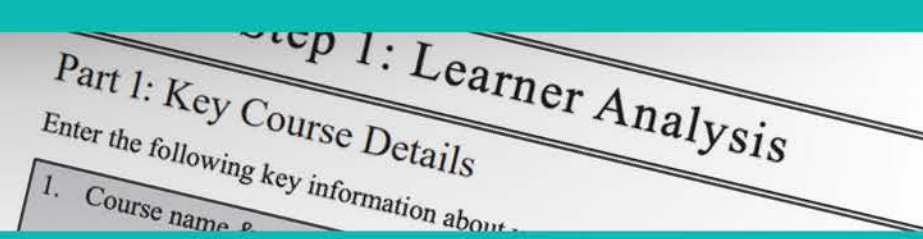
Step 1, learner analysis, involves considering your students, and the knowledge, competencies, and misconceptions they will bring to the course. Often overlooked or assumed, this is an essential first Step that also focuses your design, from the start, on your unique students.

Student-focused from the start

Known sticking points/confusion

Design for relevance

# Step 1





# 2 Learning Outcomes




What will they be able to do by the end of the course?

In Step 2, you'll be writing observable learning outcomes to reflect what you want your students to learn and be able to do as a result of completing your course. Creating good course learning outcomes provides the foundation for your design, and making sure everything in the course supports student learning

# Step 2

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 **Step 2: Learning Outcomes**

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**Part 4: Check Your CLOs**

It's time to check your CLOs. Can you answer YES to each of the following? If not, return to Revise Your CLOs to make the necessary improvements.

an active verb and describes what their learning.	[YES/NO]
y verbs such as "understand," rb that cannot be measured	[YES/NO]
ear language so that incoming mean.	[YES/NO]

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 **Step 2: Learning Outcomes**

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**Part 1: Big Vision**

This is a "Free Think Space" for you to use before moving to the more granular level of drafting your CLOs. Consider your vision for this course. What are its big takeaways? What are the significant ideas or provocative questions that drew you in and will draw students in?



# 2 Learning Outcomes



What will they be able to do by the end of the course?

In Step 2, you'll be writing observable learning outcomes to reflect what you want your students to learn and be able to do as a result of completing the course. Creating good course learning outcomes provides the foundation for your design, and making sure everything in the course supports student learning.

Shared vision and goals

Shared enthusiasm

Foundation of the design

# Step 2

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Part

This

level of

big takeaways? What are the significant ideas or provocative questions that drew you in and will draw students in?

return to Revise Y

do you answer YES to each of the following? If not, return to Revise Y to make the necessary improvements.

an active verb and 1



# 3 Course Structure



## How will the course be organized?

Determining the macro-level view of how your course will be organized and when different topics will be covered is the focus of Step 3. Since online courses require good organization to be appropriately built in a web-based environment, organizing your main learning units is the start of building this structure, and will help you focus on aligning course components.

# Step 3

DESIGN DOC



## Step 3: Course Structure

### Part 2: Module Planning

It's now time to do a first draft of your course structure. For each learning unit (e.g., week, module, lesson), complete the following steps:

1. Provide the module #.
2. Give each module a title.
3. Indicate the length of the module. For example, you might have one

HIGH-IMPACT DESIGN FOR ONLINE COURSES



## Step 3: Course Structure

### Part 1: Module Brainstorming

1. Brainstorm your learning path. Think through the learning path you will create. What will students need to learn and do first? What topics will then build on their new knowledge and skills?



# 3 Course Structure



How will the course be organized?

Determining the macro-level view of how your course will be organized when different topics will be covered is the focus of Step 3. Since all courses require good organization to be appropriately built in an online environment, organizing your main learning units is the start of your course structure, and will help you focus on aligning course components.

Funnel and focus ideas

Plan the learning path

Begin Course Blueprint

# Step 3

(e.g., week, module, lesson), complete the following steps.

1. Provide the module #.
2. Give each module a title.
3. Indicate the length of the module. For example, you might have one



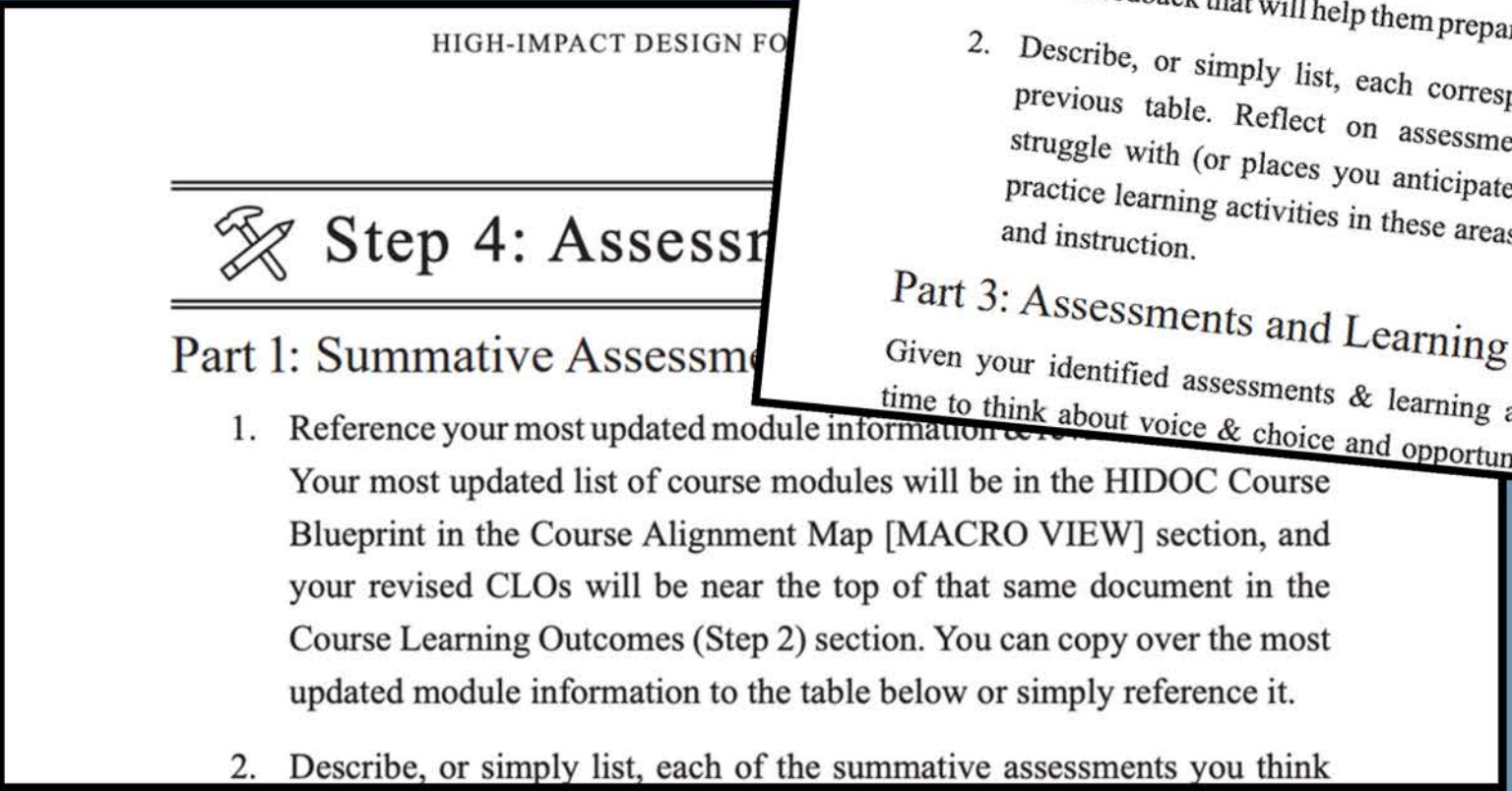
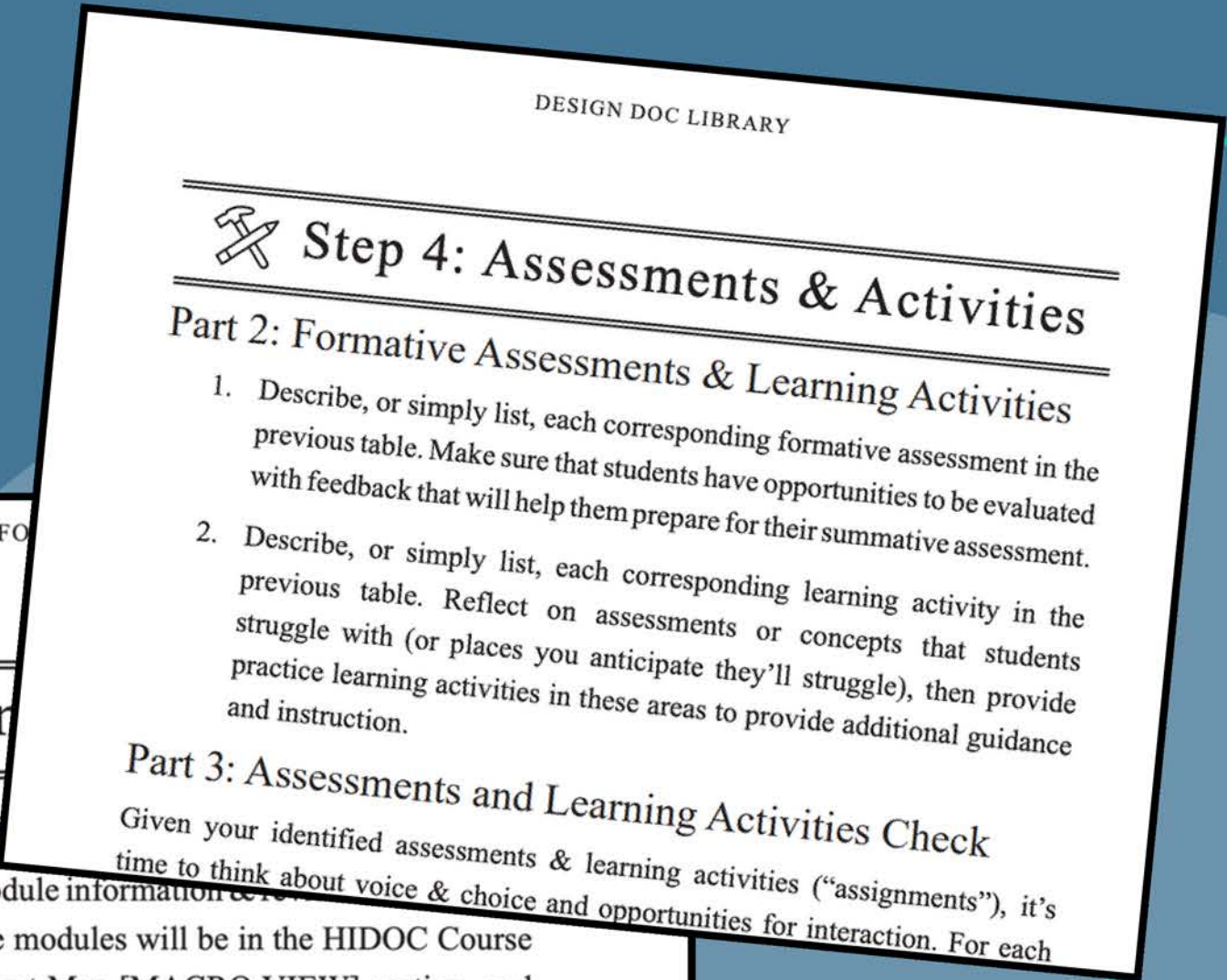
# 4 Assessments & Activities



How will you assess & engage learners?

Assessments provide you, and your students, with evidence for learning achievement, while activities allow them to engage with material and practice their knowledge before being assessed. Designing well-timed assessments that align with your learning outcomes, and creating activities that allow students to check their knowledge and engage with course topics, materials, you, and their peers makes up Step 4.

# Step 4





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Focus on application

Practice prepares for success

Measure learning

# Step 4

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HIGH-IMPACT DESIGN FO

- with feedback that will help them prepare for their summative assessment.
2. Describe, or simply list, each corresponding learning activity in the previous table. Reflect on assessments or concepts that students struggle with (or places you...

Blueprint in the Course Alignment Map [LINKS VIEW] section, and your revised CLOs will be near the top of that same document in the Course Learning Outcomes (Step 2) section. You can copy over the most updated module information to the table below or simply reference it.

2. Describe, or simply list, each of the summative assessments you think



# 5

## Instructional Materials



Where will they get the information they need to succeed?

Thinking about instructional content and materials comes in Step 5 of HIDOC, only after you've first determined the results of learning that you want students to achieve. In this Step, you'll be guided to use your expertise to think about content that best supports your assessments and activities. We'll walk you through both creating and curating content, with the latter providing quality options that can also save you time.

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## Step 5: Instructional Materials

### Instructional Materials

At this point in the process...



## Step 5: Instructional Materials

Module # & title	Assessments & learning activities	Learning function of the content	Content source information	Content inclusivity notes	Content accessibility notes

# Step 5



# 5

## Instructional Materials



Where will they get the information they need to succeed?

Thinking about instructional content and materials comes in Step 5 only after you've first determined the results of learning that you want students to achieve. In this Step, you'll be guided to use your expertise to think about content that best supports your assessments and activities. We'll walk you through both creating and curating content, with the latter providing quality options that can also save you time.

Content needed to succeed

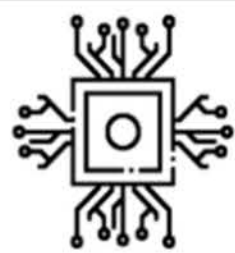
Create vs. Curate

Inclusive & Accessible

# Step 5



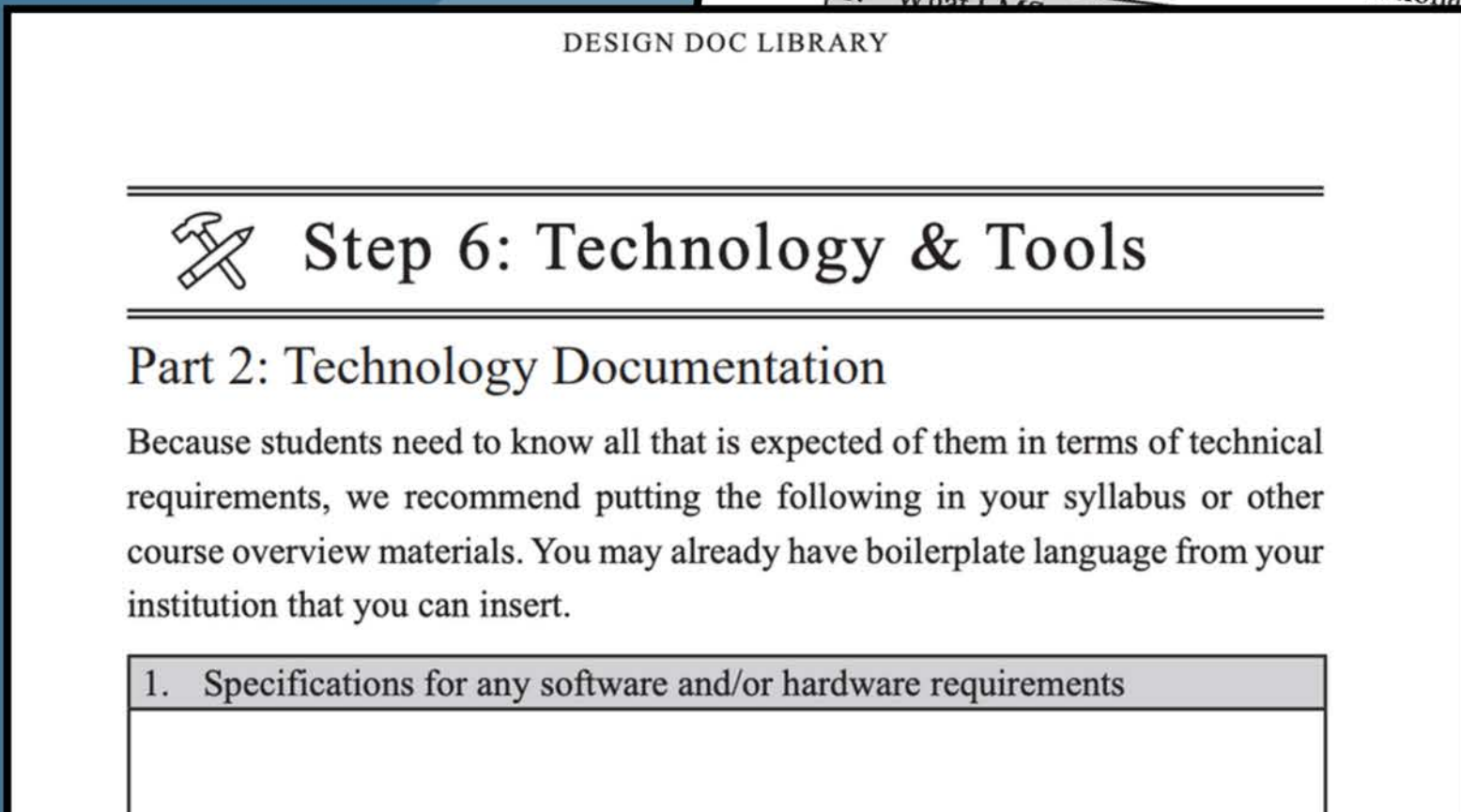
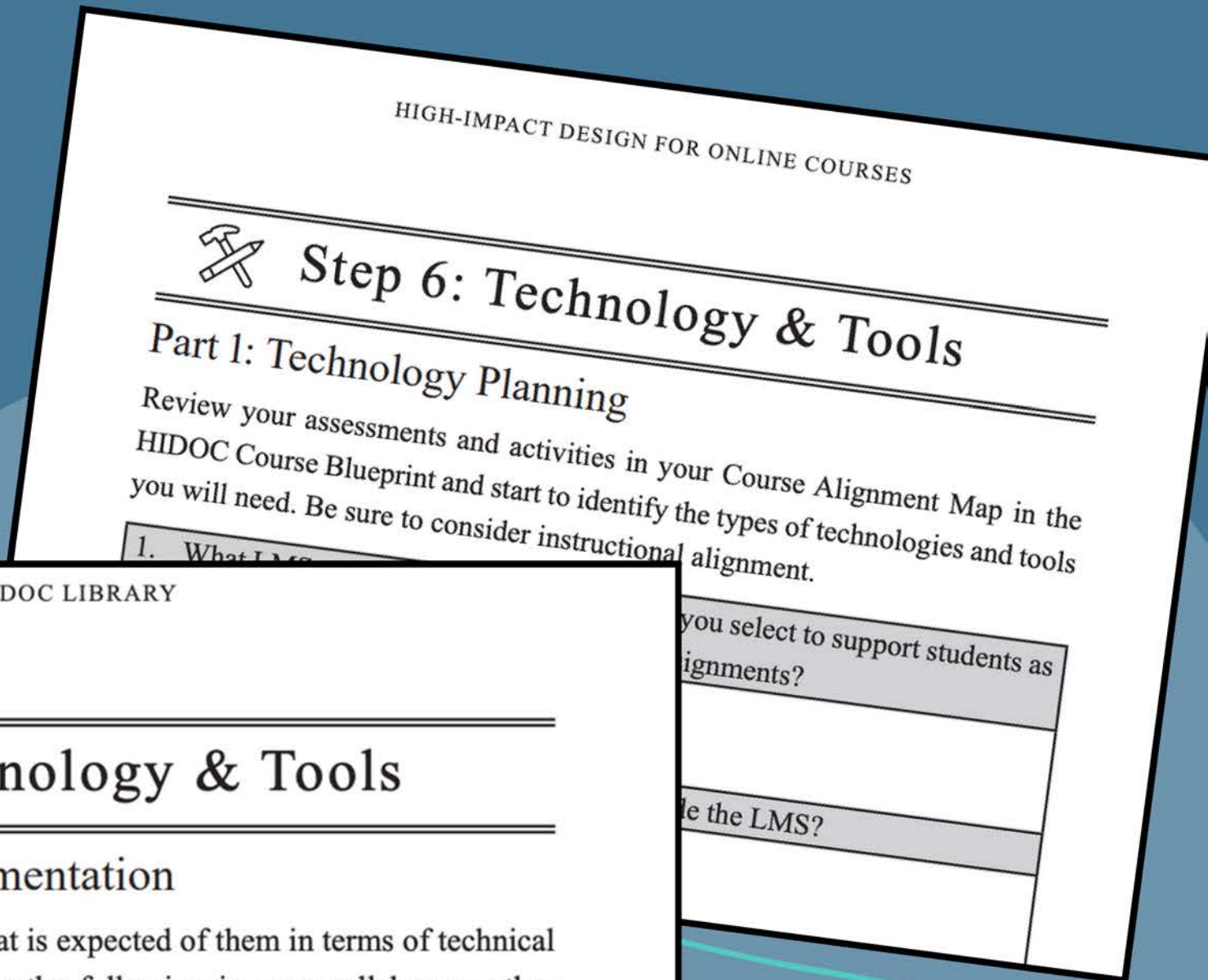

# 6 Technology & Tools



**What technologies & tools will support their learning?**

In Step 6, you'll be selectively choosing educational technology and LMS tools that support both your learners and your pedagogical goals. We'll walk you through how to consider the technology you use in your course, including special considerations.

# Step 6





# 6 Technology & Tools



What technologies & tools will support their learning?

In Step 6, you'll be selectively choosing educational technology and tools that support both your learners and your pedagogical goals. You'll explore how to consider the technology you use in your courses and any special considerations.

Pedagogy first to ↓ cog. load

Tech planning & req'd skills

Demo, practice, & support

# Step 6

institution that you can insert.

1. Specifications for any software and/or hardware requirements



# 7 Online Learner Support



How will you support online learner success?

Step 7 is all about supporting your online students, both through your detailed modular structure, as well as additional supports and resources -- many of which are unique to the online classroom. Scaffolding, sequencing, and organizing your course in the LMS, as well as including additional student support aids, will help to ensure an ideal teaching and learning environment.

# Step 7



## BONUS DEVELOPMENT DOC Step 7: Assignment Prompts

### Part 1: Key Segments of Assignment Prompts

Select an assessment or learning activity to work on here. Whether you'll be using rubrics or not, you will want to create an assignment prompt that details the following.

1. Identify the assignment and provide a brief description.

### Part 2: Check for Clarity

If possible, swap assignment prompts with a colleague so that you both have the advantage of getting feedback from the "student perspective" before your course runs. Did your assignment prompt reviewer...?

Find your prompt concise and clear?	[YES/NO]
Know precisely what they were supposed to do for this	[YES/NO]



# 7 Online Learner Support



## How will you support online learner success?

Step 7 is all about supporting your online students, both through modular structure, as well as additional supports and resources which are unique to the online classroom. Scaffolding, sequencing, organizing your course in the LMS, as well as including additional student support aids, will help to ensure an ideal teaching and learning environment.

Welcome & engage from the start

Proactively support

Create a feedback loop

Step 7

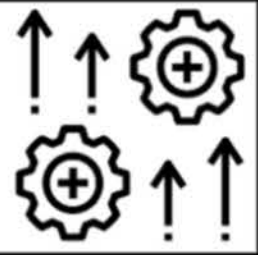
BONUS

1. Identify the assignment and provide a brief description here. Whether you'll be using this prompt to create an assignment prompt that details

Find your prompt concise and clear?	[YES/NO]
Know precisely what they were supposed to do for this	[YES/NO]

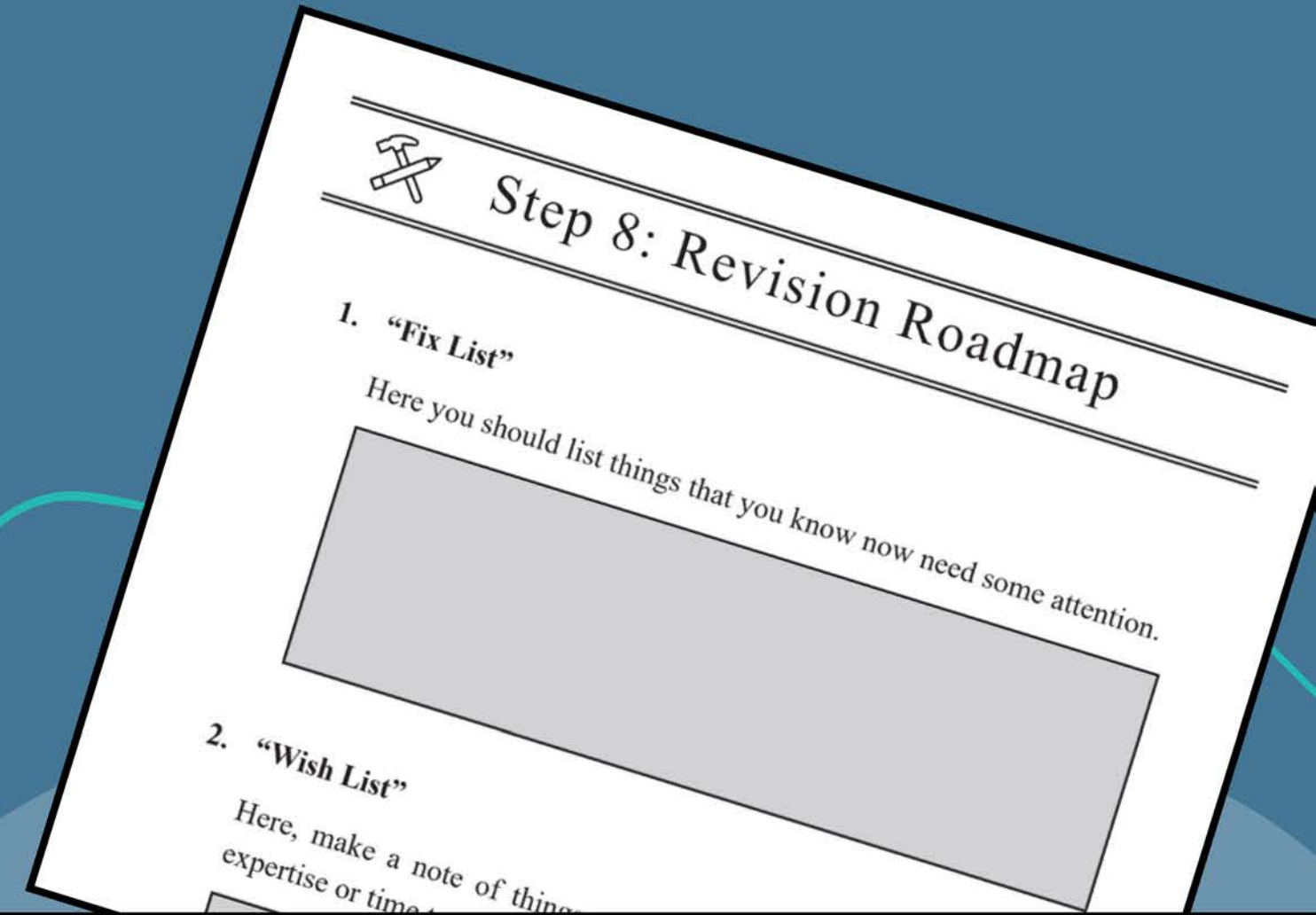


# 8 Continuous Improvement



How will you collect feedback & prioritize course revisions?

In Step 8, you'll be building on notes you've taken throughout the design process to start collecting the information you'll need to plan and prioritize future course improvements. Observing the course throughout the term and collecting student feedback will give you the data you'll need when you eventually revise your course.



# Step 8



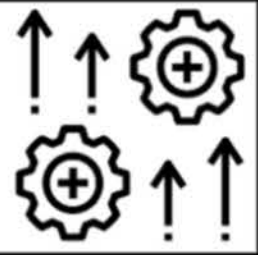
## Step 8: Teaching Calendar

In Step 8, you will fill out the first two rows of this table, and in the Bonus Chapter you will fill out the remaining rows. You will need to create a copy of this table for each week of the semester.

	SUN	MON	TUE	WED	THUR	FRI
1. Student Assignments Due						
2. Instructor Feedback & Grading Schedule						



# 8 Continuous Improvement



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In Step 8, you'll be building on notes you've taken throughout the design process to start collecting the information you'll need to plan and prioritize future course improvements. Observing the course throughout the semester and collecting student feedback will give you the data you'll need when you eventually revise your course.

Iterative approach

Ongoing documentation

Plan for improvement

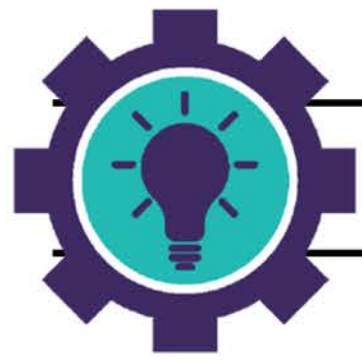
# Step 8

Step 8: Teaching Calendar

In Step 8, you will fill out the first two rows of this table, and in the Bonus Chapter you will fill out the rest.

2. Instructor Feedback & Grading Schedule							
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## HIDOC Design Doc Step 8: Revision Roadmap

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### **Fix List**

Here you should list things that you know now need some attention.

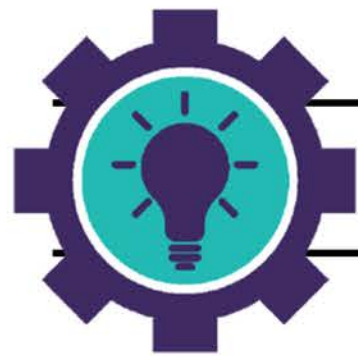
### **WishList**

Here, make a note of things you wanted to do but did not have the expertise or time to carry out during this first iteration of your design.

### **Other Ideas for Improvement**

As the course is running, you may note other ideas for improvement, including those that come from student feedback, that don't fit the "fix list" or "wish list."





## HIDOC Design Doc Step 8: Teaching Calendar

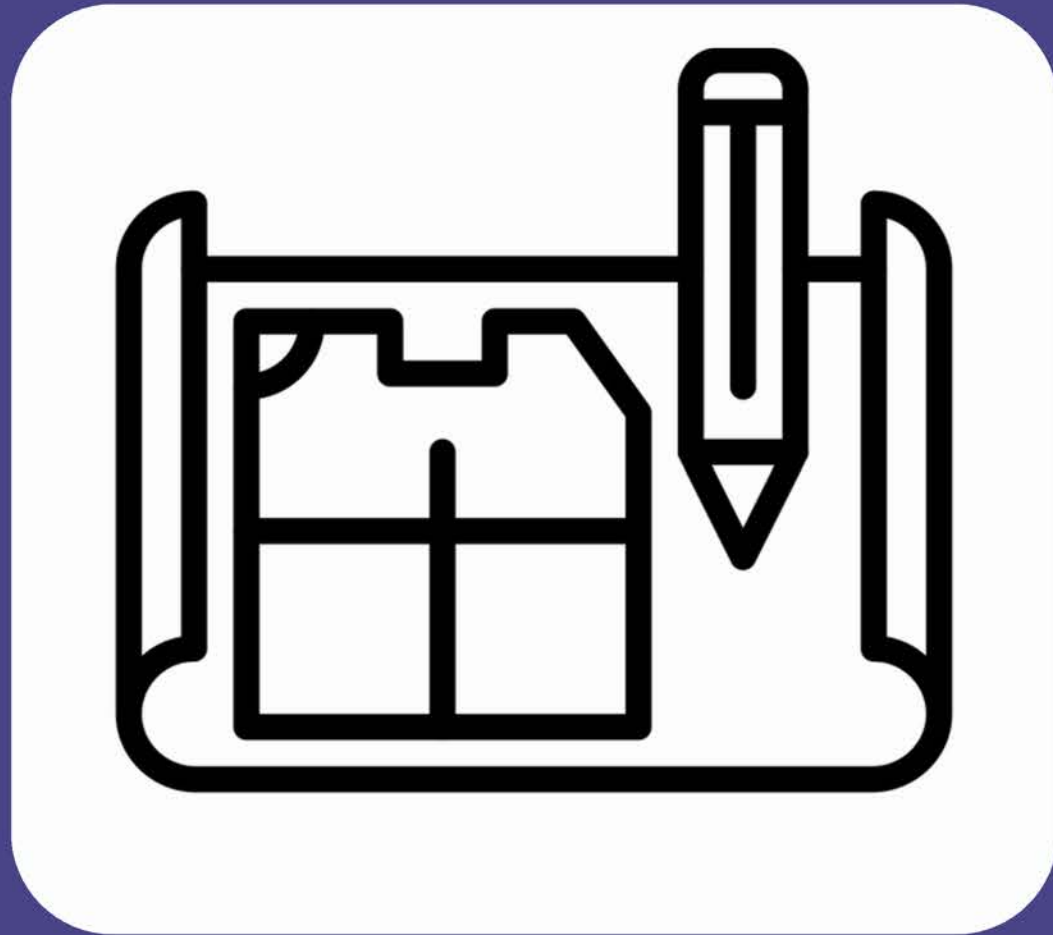
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	SUN	MON	TUE	WED	THUR	FRI	SAT
<b>1. Student Assignments Due</b>							
<b>2. Instructor Feedback &amp; Grading Schedule</b>							
<b>3. Office/Student Hours</b>							
<b>4. Clarification &amp; Guidance</b>							
<b>5. Announcements</b>							



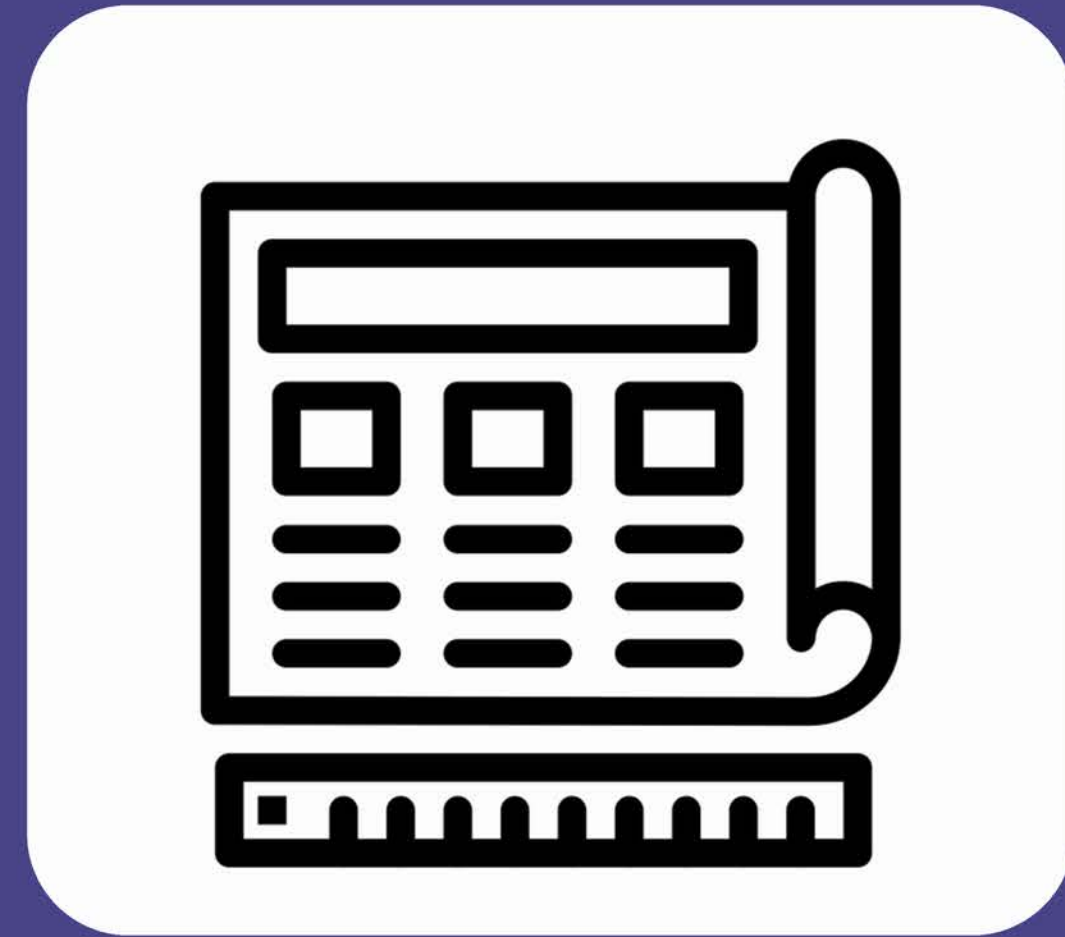
# Free Companion Documents

[hidocmodel.com](https://hidocmodel.com)



## Design Documents

Thought docs with Prompts & Ideas



## Course Blueprint

An Alignment Map/Course Map  
Next Step: LMS Development

# Alignment Maps/Course Maps

- Visualize how work relates to outcomes (student perspective)
- Shows connection among course elements
- Visualizes your design framework, including sequencing & scaffolding
- Helps ensure variety and regulate workload





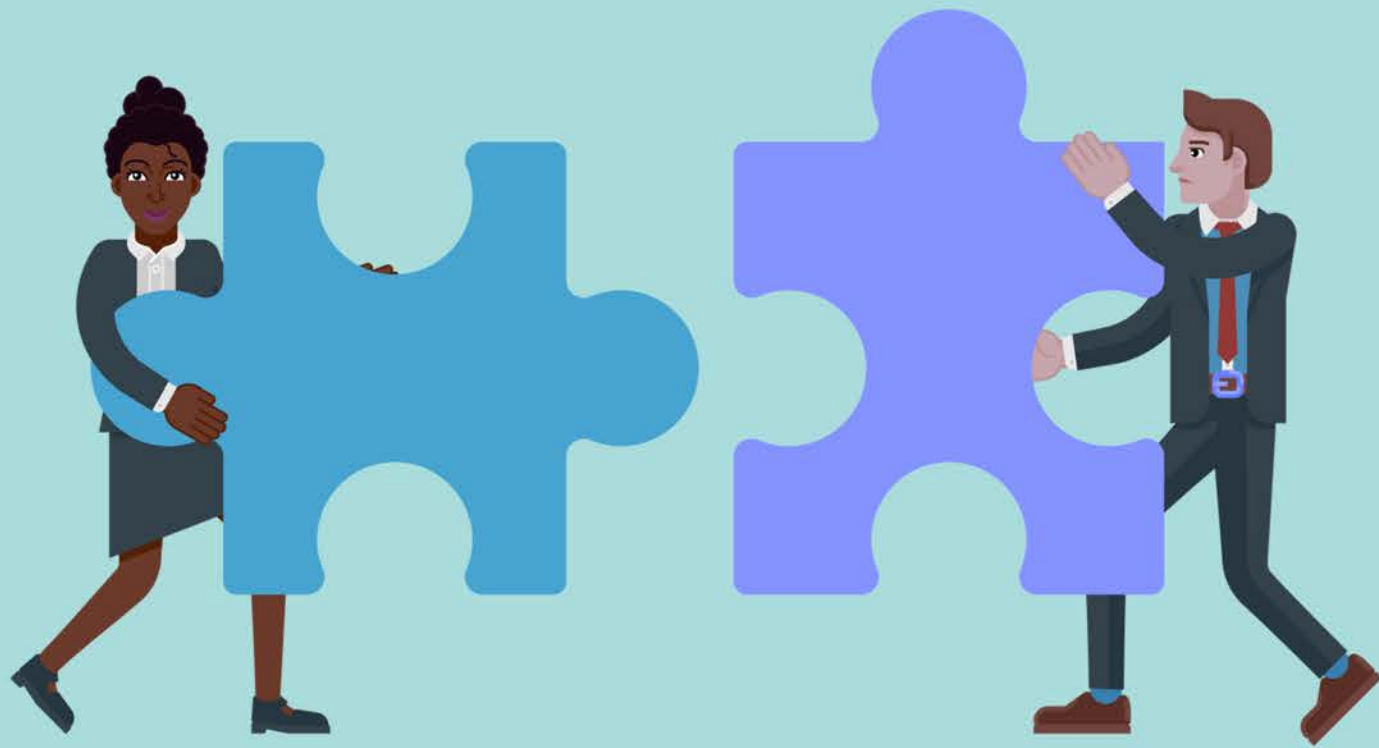
# Why can they be Difficult?



- Might be the first time the designer sees alignment issues
- Tendency to “fill them in” without using them as a thinking tool
- Sometimes difficult to “fix” without help/professional development



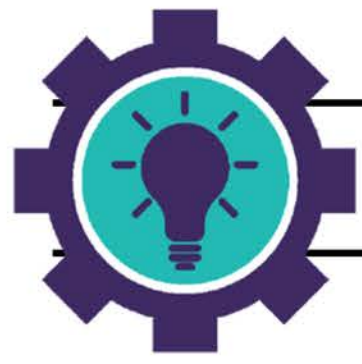
# Tip: Start Mapping Early



**Your Course Learning Outcomes are the foundation of your design, and the beginning of alignment.**

**They lead into structuring your course at the macro-level early, according to big topics, etc.**





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## HIDOC Design Doc Step 3: Course Structure

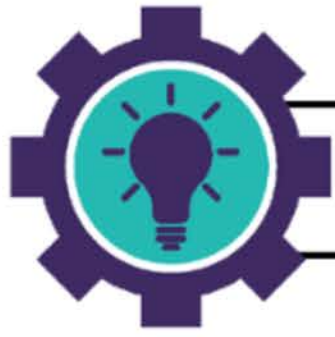
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### **Part 1: Module Brainstorming**

Brainstorm your learning path. Think through the learning path you will create. What will students need to learn and do first? What topics will then build on their new knowledge and skills?

Consider the length of your course. If you are currently teaching a shortened version of a course that you know will also be taught as a full-term course, we suggest mapping it out first as a full-term course.

Focus on your first and final week. Will the first week include some “introductory” material? Will the final week include some type of reflective activity?



## HIDOC Design Doc Step 3: Course Structure

### Part 2: Module Planning

1. Provide the Module number.
2. Give each Module a relevant title
3. Indicate the length of the module. For example, you might have one module per week or a module that spans several weeks.
4. Capture additional information. This can include topics you know will be covered, associated assessments, and activities. These are notes that will guide you in brainstorming instructional content and assessment ideas later in the process.

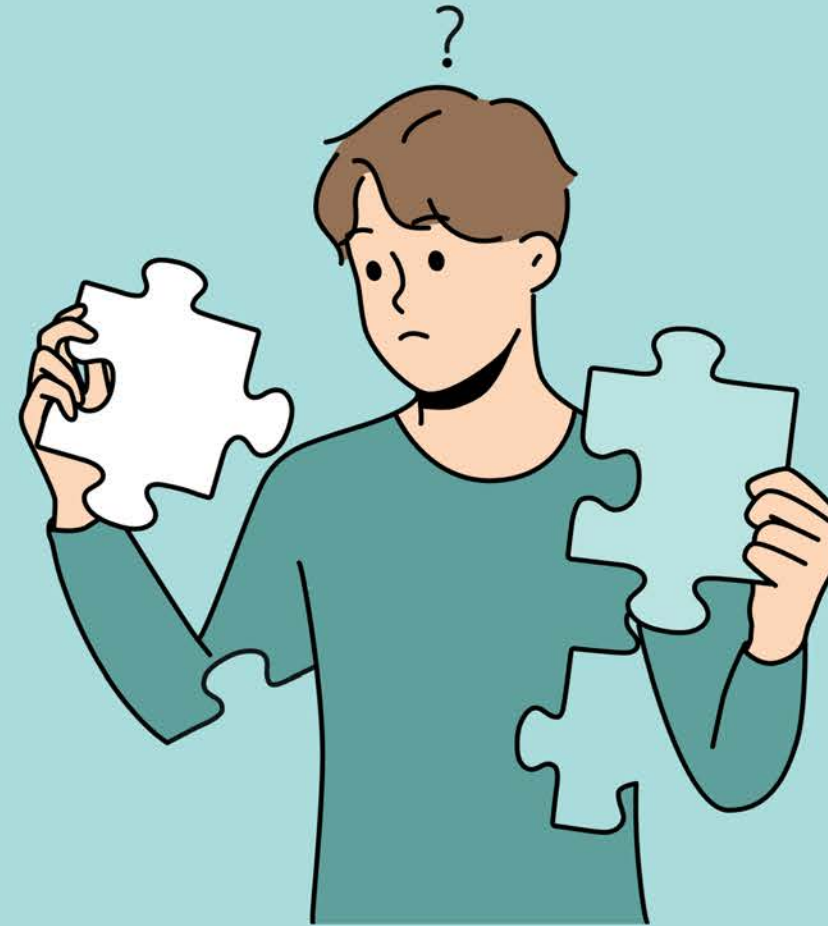
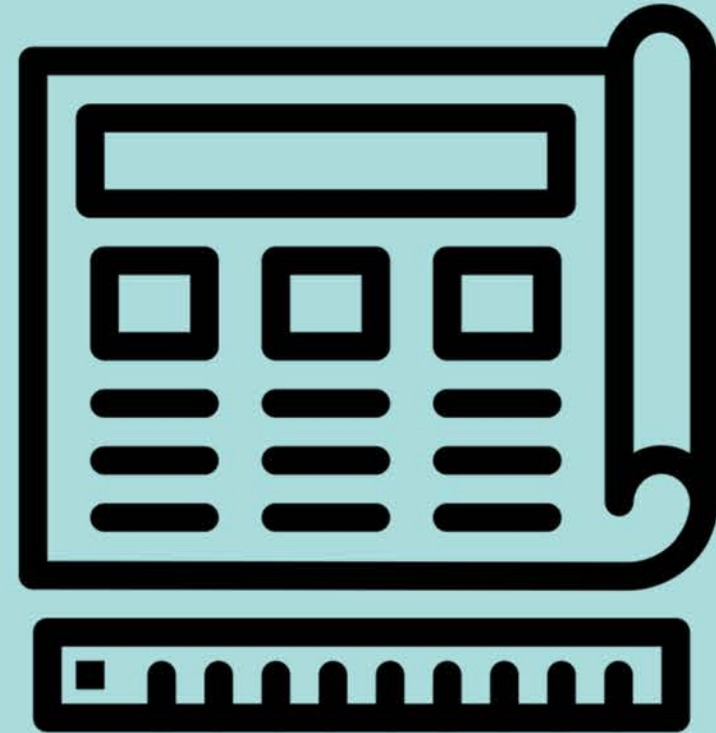
#	Module Title	Length	Additional Info



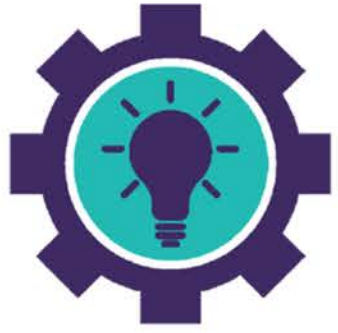
# Course Blueprint

## Maps:

- Outcomes
- Structure
- Activities
- Assessments
- Materials
- Tools
- Supports



- Creates “to do” list for SME
- Highlights out of scope items
- Spotlights Issues



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# HIDOC Design Doc Course Blueprint

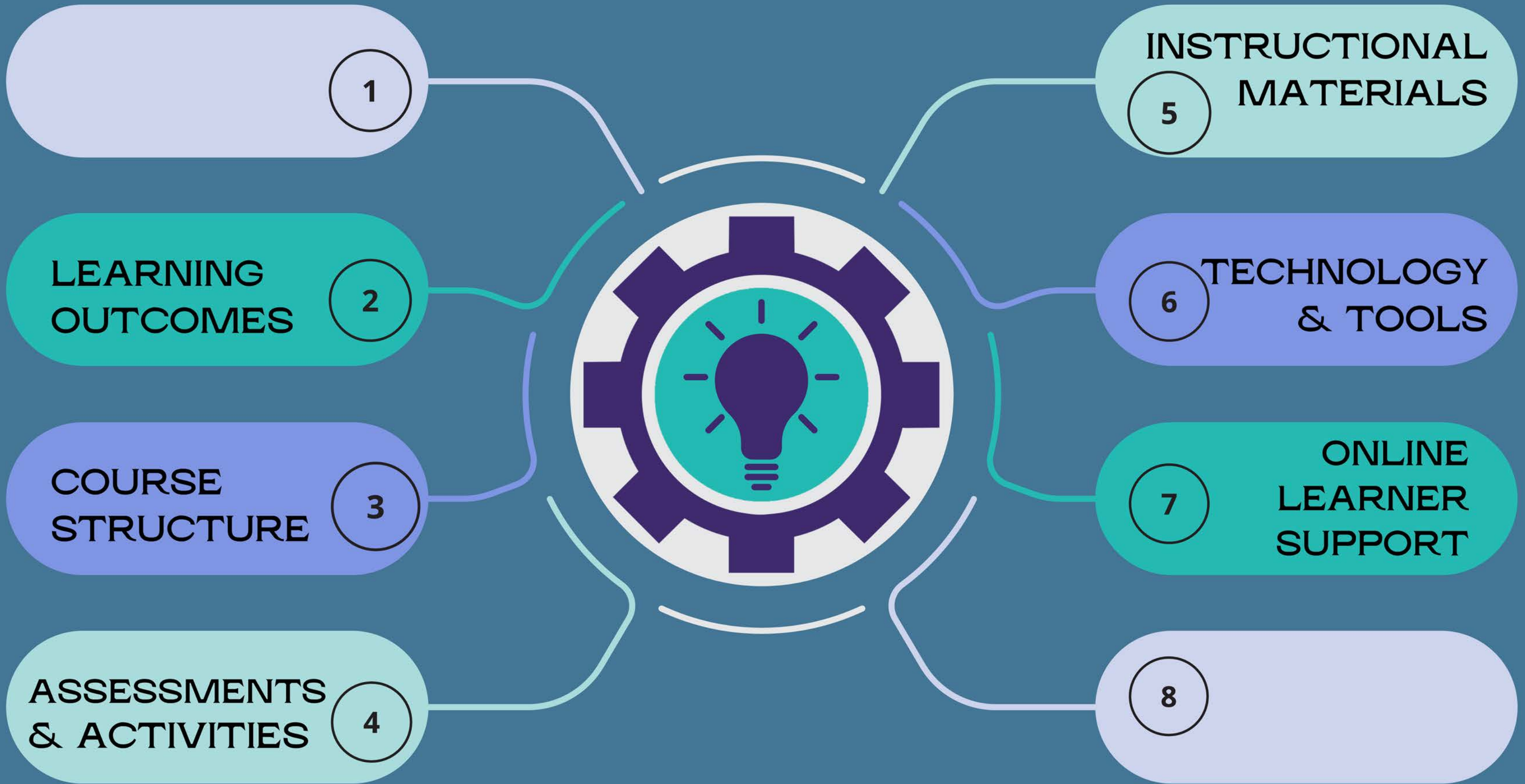
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## Course Alignment Map [MACRO VIEW]

Use abbreviations as appropriate and be sure to add a row below for each module (or unit, lesson, week).

Module #, title, duration (Step 3)	CLOs (# or abb.) addressed (Step 4)	Assessments & Learning Activities (Step 4)	Content & Instructional materials (Step 5)	Technology and other notes (Step 6)





# Thank you!

Download free resources at:  
[hidocmodel.com](http://hidocmodel.com)

Email us:  
[hidocmodel@gmail.com](mailto:hidocmodel@gmail.com)

