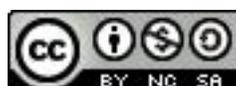


Learning Design Planning: Big Picture Orientation

PRODUCT ATTRIBUTES

Deliverable	<i>Module, Course, Certificate, Degree Program?</i>
Working title during development	<i>"Intro to Rocket Surgery..."</i>
High level goals	<i>"This program will provide students with the information and experiences necessary to gain a professional qualification and prepare them to pass the accreditation exam...?" "This course will provide students with the information and experiences necessary to gain a foundational understanding of the field and prepare them to advance . . ."</i>
Curricular Alignment	<i>What program outcomes will this fulfill? How does this fit within larger context of existing program(s)? Are there prerequisites for, co-requisites with, parallel offering to this one? Is this expected to prepare learners for particular subsequent experiences? Are there pre-determined competencies or outcomes from accrediting agencies, professional credentialing bodies, coordinating boards, government programs, professional/academic associations, etc.? What distinguishing elements or distinct features of the learning experience must be included (e.g. labs, fieldwork, research, etc.)?</i>
Delivery mode	<i>Face-to-face Hybrid (mix of Face-to-face and online) Online</i>
Delivery platform(s)	<i>Canvas, edX, etc.?</i>
Target audience(s)	<i>Education background (e.g., high school students/dual credit, current UT Austin undergrads, other undergrads, continuing ed/professional development, etc.)? Learners' motivation for enrolling (e.g., goals for future, professional occupations, etc.)? Expected diversity on relevant dimensions (e.g., education, prior experience, major area of study, life situation, other commitments, geographical audience, non-native English speakers, etc.)?</i>
Expected enrollment	<i>Initially (first rollout), eventually (subsequent iterations, steady state), etc.?</i>
Expected student effort	<i>Frequency of meetings, hours of studying per week, practicums, internships, etc.?</i>
Schedule, Duration, & Pacing	<i>Cohort-based vs. individual? Self-paced vs. structured (content available in a programmed sequence), etc.? Offered during academic semester vs. on-demand?</i>
Primary roles & responsibilities for delivery	<i>Instructor(s) of record, Guest Instructor(s), Grad Student Instructor(s)/TA(s), Course Coordinator(s), etc.? Fixed or flexible roles (e.g., student becomes instructor for particular content area, etc.)?</i>



Learning Design Planning: Big Picture Orientation

PROJECT ATTRIBUTES

Overarching purpose	<i>Where does this fit within strategic objectives and department vision? What performance gaps, benefits, challenges, and/or opportunities does this work address?</i>
Project deliverables	<i>What does each stakeholder expect to get out of this project (e.g., reusable materials, brand marketing/outreach, research opportunities, innovative and instructional experiences, revenue, etc.)?</i>
Environmental Scan	<i>How does this program compare to existing programs along dimensions such as rigor, cost, length of program, structure, student-faculty ratio, etc.?</i>
Evaluation plan	<i>What will success look like? How will you measure progress toward goals? What data will you collect to analyze project impact? How will you track lessons learned? How will you report or share your findings? What are the reporting requirements for UT Austin, UT System, State of Texas, external grantor, etc.?</i>
Estimated budget for development	<i>Predetermined amount? Sources of funding? Incentives for faculty? (e.g., summer pay, course buyout, stipend, etc.) Funding for graduate students to assist in development of program content?</i>
Business development plan	<i>IP considerations, monetization plan, marketing strategy, etc.</i>
Timeline for development	<i>Launch date, major milestones (Design, Development, Testing) Administrative requirements (e.g., time required to approve new course, propose new degree program, etc.)</i>
Supportive roles and responsibilities for design and development	<i>Possible Project roles to consider: Sponsor, Additional decision-making stakeholders, Subject-matter expert, Project manager, Instructional designer, Assessment specialist, Educational technologist, Course builder, Video production, Graphic designer, Animator, Vendor manager, Primary Subject Matter Expert (SME), Secondary SMEs (e.g., teaching teammate, TA, etc.), Instructor of record, etc.</i>