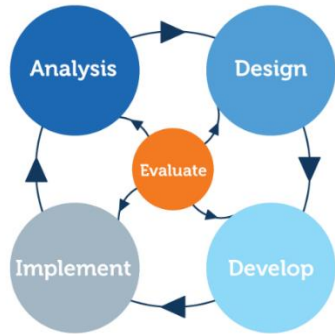# Adapting a face-to-face course into an online context

Instructional design can be thought of as system informed by/including components of learners, objectives, methods, and evaluations. When you change one or more of these, it can impact other parts of the system. Moving programming online will certainly change delivery methods, but it may also impact other components.

The resources below are organized according to the ADDIE model of instructional design, and into the categories of Analysis, Design, Development, Implementation, and Evaluation. Please note that this model is not a departure from the traditional program planning process we have followed; it simply provides an organizational structure for the process.

Step in process	Useful Resources
Analyze: (Define) If you are taking an existing program and are putting it online, this should have already happened, but will need to be revisited given the change in delivery methods. This is a good chance to take another look at what you have been doing and consider the same types of questions you asked when you first developed your program, to see if anything has changed: What is the need/Why have this program? Who is the audience? What has worked/not worked based on past evaluations and formative feedback? Will any objectives change? Some objectives may need to be adapted/changed with a move to online programming. Consider if the intended audience will change with the move to online instruction- it may make widen your reach.	• Evaluation Expedition course • Reconsider how going online may impact your diversity efforts in planning and reporting and view the OD webpage on Diversity, Equity, and Inclusion – Program Planning and Reporting.

Design: (Plan)	Technology- Zoom
This is all about planning. How will this program be delivered? What methods will you use?	• Best Practices for Designing & Delivering Zoom Meetings & Webinars • Pedagogical uses of Zoom features: Video and PDF • Branded Zoom backgrounds
Consider your program's objectives, the best teaching methods to use for these objectives, and audience. Select an appropriate technology based on your objectives, your audience, and your resources.	**Technology - Video** • Recording quality videos on your cell phone • How-to Video Production Checklist • Camtasia training • Accessibility considerations • Ordering Machine Captions through MSU Media Space Uploading Recordings to MSU Media Space
You may need a conduct a short needs analysis regarding what technologies your audience will have available and their comfort levels with technologies.	• Uploading Zoom Recordings to MSU Media Space • Extension End Cap Stinger
Learn about the technology you will be using- including both what you need to know and learn about it, and what training may have to occur for your participants.	**Technology – D2L** • https://www.canr.msu.edu/od/educational-technology/d2l-resources
If you are using volunteers, consider how they fit into the new online program structure.	**Volunteer Management** • Volunteer expectations for virtual programs
Adapt your marketing plan for the change to an online format.	**Marketing** • MSU Extension Marketing Checklist • Social Media downloadable graphics • Social Media templates
Consider how you will collect demographics information and align to civil rights policy	**Diversity, Equity, and Inclusion** • Best Practices for Online Registration (on the OD site's Planning and Reporting page) includes considerations related to civil rights, events, reporting, and educational technology when you create an online program registration.
Consider which registration system you will use and what to include.	

- The Diversity, Equity, and Inclusion Program Planning and Resources page has resources to help you intentionally plan and report your outreach and engagement with Michigan's diverse community members.

Registration
- Best Practices for Online Registration (on the OD site's Planning and Reporting page) includes considerations related to civil rights, events, reporting, and educational technology when you create an online program registration
- Setting up Registration in a Zoom Meeting or Zoom Webinar
- Setting up Registration in the ANR Events system

Pedagogy
- General pedagogy: Teaching and Learning course in D2L
- General pedagogy: Vanderbilt teaching guides
- This is one of the most comprehensive guides to teaching. It does NOT focus on online learning, but the pedagogies and strategies apply to all learning context.
- Triple E framework is used to measure how well technology tools integrated into lessons are helping students engage in, enhance and extend learning goals. "Learning First, Technology Second."
- International Society for Technology in Education (ISTE), has resources and standards for implementing technology in teaching
- Differentiated instruction is an approach to teaching in which educators actively plan for students' differences so that all students learn. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests.
- Understanding by Design (UbD®) framework, created by the late Grant Wiggins and Jay is a framework for implementing a standards-based curriculum for all students.

Develop: (Create) Now you need to build all the pieces – recreating your course for an online environment. Test what you have developed, in terms of: • Content (Is this what people need and want to learn?) • Level (Is it appropriate given your audience's background on the topic and educational level?) • Delivery (Is it engaging? An appropriate length? User friendly?) Make revisions based on the feedback you receive. Make sure you have others test any online materials you create. This includes piloting a D2L course, having others review videos, PowerPoints, handouts, or interactive modules you have created, etc. If you will be using Zoom, ask someone in the Gwyn and the Zoomies group for a test run if you are not totally comfortable with the features you will be using.	**Giving Presentations** • [Teaching and Learning Course in D2L](#): Giving better presentations module • [Branded PPTs and other templates](#) **Graphics** • [MSU Extension Graphics](#) • [Branded Zoom backgrounds](#)
Implement (Deliver) Gather information about your participants during registration process. Consider the following: • Their context • Their demographics • Their background knowledge/level of knowledge or experience	

• Which objectives they care most about • Their level of comfort with tech and the platform(s) being used in training With the information gathered during program registration, consider if you need to make any last-minute adjustments. **Pilot** The first time you offer a program, it is often done as a pilot with a sheltered audience which is willing to provide feedback to help improve the program. Content of programs can be piloted, as can the format in which it is presented (or delivery). A best practice is to pilot both. During implementation, use formative assessments to check if learners are grasping content. Also gather feedback on usability of any technology and delivery methods.	
Evaluate Evaluation happens in different ways during this entire process, and at each stage, which is why it is in the middle of the diagram. It is especially important to evaluate the program after it is implemented to see the program impact. This type of program evaluation is a planned, systematic assessment made to document status or change and used to make comparisons across people or groups. It essentially answers the question: What change has happened for participants based on their participation? Evaluation can look at short-term changes, it can look at long-term changes, and it can look at the process.	• [Evaluation Expedition](#) course