



St. Jude Cure4Kids Classrooms Instructor's Guide

Instructional Design Considerations

www.Cure4Kids.org

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Preface

This document contains requirements and recommendations for the design of a St. Jude Cure4Kids (C4K) Classrooms distance education course.

Intended Users

This instructor's guide was prepared for the educator who is new to conducting online instruction. It covers some of the requirements and recommendations in the areas of instructional philosophy and course design for the creation of a successful distance education course.

Pre-requisite Skills

This manual is written for individuals who are already familiar with Cure4Kids and navigating its various menus.

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Intended Audience

It is important to design your course with the student in mind. Consider your prospective students' native language, education level, experience, internet access, computer skills and time availability. (Need a paragraph here to suggest that a clearly defined audience that is narrow in scope is better than wide open course for all audiences)

Continuing Education Credits

Contact your institutions' designated certification officer well in advance if you intend to offer continuing education credit or nursing contact hours. Their early involvement is often required; an application for CME or CEU credits may not be successful if attempted after your course has been designed and the materials have been created.

Learning Objectives

Establish your objectives early in the course development process and design your content to meet the objectives, not the other way around. An objective is a specific statement about what the learner should, or will be able to do, after the training experience.

Objective statements should be clear and concise. A good starting point would be to use a phrase such as "At the conclusion of this activity, participants will be able describe...or perform...or solve...or identify. Words such as "understand" "learn" and "know" are too soft and are open to interpretation.

Examples of well-formed objectives.

Note the usage of the key action verbs "describe", "explain" and "state".

"The learner will be able to describe the mechanisms of action for each of the two classes of neuromuscular blocking agents (depolarizing agents & competitive agents)."

"The learner will be able to explain how variations in pH, ion concentration and temperature influence the three dimensional configuration of a protein."

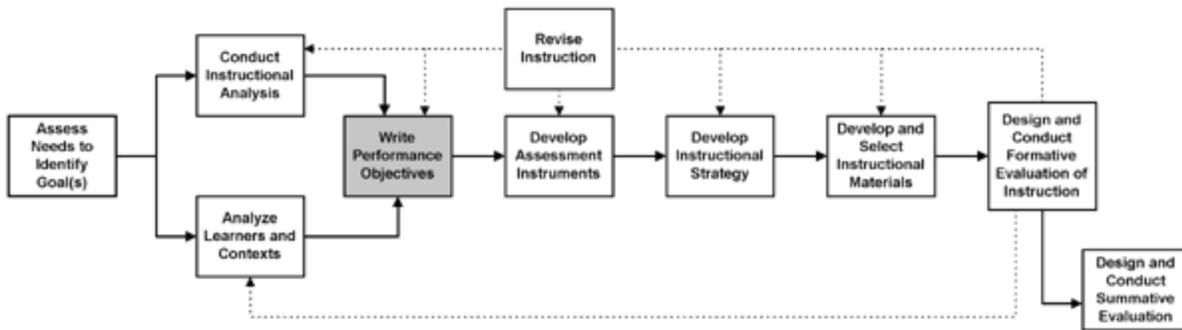
"Given a case problem, including history, physical findings, diagnosis, and list of prescribed drugs, the learner will be able to state the physiologic, pathophysiologic and pharmacologic factors that could modify the drug response in that patient."

Cure4Kids Classrooms Application Process

Once you have determined your intended audience, learning objectives and any continuing education requirements (if applicable), it would be time to complete the Cure4Kids Classrooms Project Planner (see appendix). The Project Planner will document your course proposal for consideration by Yuri Quintana, the C4K Education Director. Contact a C4K Classrooms staff member for more information.

Design Process

This document is not intended to provide the instructor with much instructional design advice, however, consider the flowchart below from Dick, W. & Cary, L. (1990), The Systematic Design of Instruction, Third Edition, Harper Collins. The stages (adapted), displayed below the chart are probably more information than you would require in order to conduct a successful course, however, it may be worth a few minutes of your time to review them.



Stage 1. Instructional Goals

- Instructional Goal: Desirable state of affairs by instruction
- Needs Analysis: Analysis of a discrepancy between an instructional goal and the present state of affairs or a personal perception of needs.

Stage 2. Instructional Analysis

- Purpose : To determine the skills involved in reaching a goal
- Task Analysis (procedural analysis) : about the product of which would be a list of steps and the skills used at each step in the procedure
- Information-Processing Analysis : about the mental operations used by a person who has learned a complex skills
- Learning-Task Analysis : about the objectives of instruction that involve intellectual skills

Stage 3. Entry Behaviors and Learner Characteristics

- Purpose : To determine which of the required enabling skills the learners bring to the learning task
- Intellectual skills
- Abilities such as verbal comprehension and spatial orientation
- Traits of personality

Stage 4. Performance Objectives

- Purpose : To translate the needs and goals into specific and detailed objectives
- Functions : Determining whether the instruction related to its goals.
- Focusing the lesson planning upon appropriate conditions of learning
- Guiding the development of measures of learner performance
- Assisting learners in their study efforts.

Stage 5. Criterion-Referenced Test Items

- To diagnose an individual possessions of the necessary prerequisites for learning new skills
- To check the results of student learning during the process of a lesson
- To provide document of student's progress
- Useful in evaluating the instructional system itself (Formative/ Summative evaluation)
- Early determination of performance measures before development of lesson plan and instructional materials

Stage 6. Instructional Strategy

- Purpose : To outline how instructional activities will relate to the accomplishment of the objectives
- The best lesson design : Demonstrating knowledge about the learners, tasks reflected in the objectives, and effectiveness of teaching strategies e.g. Choice of delivering system.
- Teacher-led, Group-paced vs. Learner-centered, Learner-paced

Stage 7. Instructional Materials

- Purpose : To select printed or other media intended to convey events of instruction.
- Use of existing materials when it is possible
- Need for development of new materials, otherwise
- Role of teacher : It depends on the choice of delivery system

Stage 8. Formative Evaluation

- Purpose : To provide data for revising and improving instructional materials
- To revise the instruction so as to make it as effective as possible for larger number of students
- One on One : One evaluator sitting with one learner to interview
- Small Group
- Field Trial

Stage 9. Summative Evaluation

- Purpose : To study the effectiveness of system as a whole
- Conducted after the system has passed through its formative stage
- Small scale/ Large Scale
- Short period/ Long period

(Adapted from Dick, W. & Cary, L. (1990), The Systematic Design of Instruction, Third Edition, Harper Collins)

Designing Course Materials

Once you have defined your audience and have established the goals for your course, you should begin to collect the course materials that support the objectives. Cure4Kids Classrooms can handle just about any media format you can imagine, but you should consider which formats would be most easily used by your students.

For reading materials, it is best to use PDF. Text documents created with applications such as Microsoft Word will work within the classroom fine, but the student may have some problems if he/she does not have Word or another application that can handle Word documents. PDFs are also less likely to be altered by the end user.

Photos and other graphical documents may be uploaded, but it is advisable to stick with the image file types of JPG, PNG, and GIF. File types such as TIFF and EPS can be problematic for the end user.

Video files are fine to use, however consider the bandwidth requirements and the file type. C4K recommends the video file types of MPEG4, MP4, or MV4. Your file's pixel height and width should be no more than 720 pixels X 480 pixels. The overall file size should not be more than about 800MB.

Copyrights & "Fair Use"

It is a professional requisite to abide by all copyright regulations. All copyrighted materials must be properly sourced to the owner of the material.

The "Fair Use" doctrine for education purposes allows for limited use of copyrighted materials. The definition of "Fair Use" has been intentionally left loosely defined in order to allow for *reasonable* reuse. The right to use of portions of copyrighted material has always been more permissive for the purposes of educational use and non-profit use. In any case, it is necessary to provide proper source attributions whenever any copyrighted materials used.

The four Fair Use principles as used by judges in copyright cases:

1. The Transformative Factor: The Purpose and Character of Your Use
2. The Nature of the Copyrighted Work
3. The Amount and Substantiality of the Portion Taken
4. The Effect of the Use Upon the Potential Market

There is much information available on the internet regarding Fair Use. Stanford University maintains an excellent website dealing with copyright and fair use issues.

http://fairuse.stanford.edu/overview/fair-use/four-factors/#educational_fair_use_guidelines

Consents – Photo & Presenter

A photo consent is not normally required for St Jude staff or the staff depicted in an external speaker's presentation so long as he/she has provided consent for the presentation. The presentation consent form covers the usage of photos. When the photo is not of a colleague it is recommended that a media consent form is obtained. The St. Jude Legal department has created two consents forms that would be appropriate to use in almost all situations where patient information is not disclosed. (samples in the appendix). It is important to exercise good judgment in the usage of photos of persons. A photo should never be used if it

could possibly be perceived as embarrassing or compromising.

HIPAA - The Health Insurance Portability and Accountability Act of 1996

A HIPAA consent is a special type of consent for that is to be used whenever any information or photos are used that could be traced back to a patient. This protection extends to all patients (past or present) and their families – not just patients of St. Jude. Although HIPAA regulations are limited to domestic patients, it is institutional policy that the same protections are to be extended to all patients, anywhere in the world. Once the patient information is in your hands you must treat it with the same care.

The identity of patient may be surmised if you use information such as referring physician or institution. Divulging the geographic area may also reveal the patient's identity. Be aware that multiple points of seemingly benign data that could provide a vector that could reveal the patient's identity.

It is rare that patient likeness or information truly needs to be divulged in your presentations. Photos may be cropped or blurred, as can information included on diagnostic images or patient records. You may use fictitious data or patient names, but be sure to label it as such to avoid any misperceptions. If you obtain a patient photo or other identifiable data from an overseas colleague you must either obtain a copy of a consent from before you can use the materials or edit the materials to obscure any information that could lead to revealing the patient's identity.

If there is an overriding need to use actual patient information or photo, a HIPAA consent must be applied for through the St. Jude Legal Department. The following form is posted on the St. Jude intranet:

<http://home.stjude.org/FormCenter/legal/4463b.pdf>

Once the patient/parent completes the form, please return a copy to the patient/parent. Then, please forward the completed authorization to Carrie Strehlau in St. Jude Communications (carrie.strehlau@stjude.org), who will sign off on the form and return a copy to the Cure4Kids Classroom staff for filing.

Be very cautious! Even a casual, inadvertent misuse of patient information can expose you and St. Jude to professional embarrassment, bad press, and legal action.

Support Personnel

Please consult with one of the following for more information:

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For more in-depth information about the full functionality of C4K Classrooms please refer to the full Moodle documentation available here: http://docs.moodle.org/25/en/Managing_a_Moodle_course