Internship Project Proposal

CNM FACULTY GUIDE FOR COURSE DESIGN

INTERNSHIP PROJECT: REWRITE CNM'S DISTANCE LEARNING GUIDEBOOK FOR FACULTY

STUDENT INTERN INFORMATION

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WORKSITE BACKGROUND

Central New Mexico Community College (CNM) is New Mexico's largest community college, providing more than 200 associate degree, certificate, and training programs, with nine locations throughout the Albuquerque metro area, as well as a recently launched all-online program offering associate degrees and certificates. CNM has a faculty of about 1000 instructors and serves a diverse community of between about 25 and 30 thousand students annually (CNM Factbook). CNM students range from high school students getting a head start on college-level courses by taking dual credit courses to community members seeking training in marketable job skills. CNM also provides the community an affordable introduction to a traditional four-year degree by offering most of the core requirements that are fully transferable to all of the public institutions of higher learning in New Mexico, as well as many more in the region.

INTERNSHIP START DATE

October 2020

INTERNSHIP END DATE

February 2021

PROJECT DESCRIPTION

CNM needs a single comprehensive resource as a reference manual to help guide instructors in course design. When COVID-19 quite suddenly forced all learning to migrate online, CNM faculty sometimes found the maze of conflicting reference materials overwhelming to navigate. Among the resources is a document called Distance Learning Guidebook for Faculty. This guidebook, like the other reference materials for Faculty for designing courses, is outdated. As if the rapid move to all online learning was not traumatic enough for faculty, and everyone else, CNM is in the process of transitioning learning management systems from Blackboard's Learn to Brightspace by D2L. The transition is already underway and by the end of 2020 all courses will be completely transitioned to Brightspace and Blackboard will no longer be available.

OBJECTIVE/DELIVERABLE

CNM Online would like to provide faculty with a single, comprehensive resource that covers:

- Best practices according to learning science andragogy
- Best practices according to CNM values
- Design principles based on the standards of Quality Matters
- Guidance and tutorials for instructors to leverage the tools and interface of Brightspace to create an engaging environment for learners
- Tutorials for the how and the why, in terms of learner engagement, of building in Brightspace

The goal is to create a deliverable that is a living document that can be updated as necessary and will continue to be essential for all faculty designing courses, even post-pandemic when face-to-face learning resumes.

PURPOSE OF INTERNSHIP

The purpose of the internship is twofold: As a recent hire at CNM Online as an instructional designer, this project affords me the opportunity to learn more about how course design is taught and managed at CNM, as well as CNM's vision of best practices for course design far more quickly and broadly than I would otherwise learn in my normal line of duties. This experience will help me become knowledgeable and well-prepared for my main work duty, which is assisting faculty in course design. This project will facilitate my rapid immersion into the skills and knowledge that will help me maximize my contribution to CNM Online and the faculty of CNM. The other purpose, of course, is to create a document that is valuable for guiding faculty when designing courses. So, through my learning experience I gain knowledge I can share in terms of a product as well as a service, and CNM gains a centralized resource for course design and can clear the confusion of not knowing which of multiple disparate resources to refer when designing courses.

SKILLS REQUIRED BY INTERN

To successfully complete this project the following are required:

- A solid foundation in teaching theory, particularly adult education, higher education, and online education
- Organization and planning skills
- Research skills for gathering, reading and referencing resources
- Communication skills to determine needs and evaluate
- Excellent skills working in Brightspace LMS
- Ability to write clear, concise directions including illustrative screenshots
- Ability to organize and work piecemeal in order to create and prepare sections for immediate delivery, assembling a larger whole as I go
- Graphic design and technical English skills

TASK OUTLINE

- Gather materials (CNM and other institutions)
- Read and determine what to use/not use
- Outline and create table of contents for the project
- Determine priority of information
- Create highest priority information (deliverable)
- Submit for feedback (review) — implement recommended changes (revise)
- Submit for approval — distribute to faculty (beta test)

- Receive feedback from beta test; gather data (in the meantime begin work on second priority deliverable)
- Continue cycle of create > review > revise > test > evaluate

Deliverables are defined as:

Deliverable #1: Brightspace basics focused on items that do not get copied from old LMS to new, like the Welcome Module and all other course introductory components. Basically, covers the most urgent aspects of course conversion.

Deliverable #2: This portion will focus on how to make courses more appealing, using the features of Brightspace to engage learners. This portion will also include the how and why of how to navigate features of the new LMS to accomplish tasks instructors used in Blackboard but are not immediately evident in Brightspace.

Deliverable #3: This portion will be focused primarily on andragogy. How can we engage learners? How can we leverage the tools of the LMS to promote learner engagement? How so we connect with learners and promote learner-learner, learner-instructor, and learner-material engagement?

HOW PROJECT WILL BE EVALUATED

The project will be formatively evaluated by how well the deliverable fulfills the needs as determined by the CNM Online Supervisors, and ultimately, the Faculty designing courses. Once each section has been approved by the intern's supervisors, it must be approved by councils to approve distribution to CNM Faculty. The process of gathering data from Faculty as to the usefulness/success of the guide is undetermined, as circumstances may not be conducive to a formal data gathering/evaluation process. Most likely an informal, anecdotal evaluation will need to be conducted by the intern, probably best accomplished through informal rounds of feedback cycles during which time data can be gathered for a series of formative evaluations.

Gantt Chart

CNM Faculty Course Design Guide

Katherine Starr

UNM OILS MA Capstone

Task	August		September				October				November				December			January			February				March	
Week of Month	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	2	3	4	1	2	3	4	1	2
Capstone 1	1	2	3	4	5	6	7	8																		
Identify Project & scope	█	█	█																							
Needs Analysis Plan				█	█	█	█																			
Project Proposal								█																		
Gather materials	█	█	█	█	█	█	█																			
Read/Determine sources			█	█	█	█	█	█																		
Outline Table of Contents							█	█																		
Capstone 2									1	2	3	4	5	6	7	8	9									
Create deliverable #1 (highest priority)									█	█	█	█	█													
Release Deliverable #1/ create #2											█	█	█	█												
Release Deliverable #2/ create #3													█	█	█	█	█									
Release Deliverable #3/ create #4														█	█	█										
Write Evaluation Plan															█	█										
Submit Evaluation Plan																	█									
Capstone 3																		1	2	3	4	5	6	7	8	9
Conduct Evaluation																		█	█							
Write Evaluation Report																		█	█							
Complete Evaluation Report																					█	█				
Write Program Synthesis																							█			

Please understand that the signature field below signifies only that each party has read this proposal and is in agreement with the objectives and plan stated therewithin, but with the understanding that the task list and timelines are somewhat fluid and incomplete.

SIGNATURE OF FACULTY INTERNSHIP SUPERVISOR

Victor Law

SIGNATURE OF WORKSITE INTERNSHIP SUPERVISORS

Christine Goshorn   MaryJo Villasenor

Christine Goshorn 10/8/20   *MJo Villasenor 10/8/20*

SIGNATURE OF INTERN

Katherine Starr

Katherine Starr   October 7, 2020

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