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Instructional Design for Emergency Remote Teaching (ERT) - Job Aid

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Instructional Design for Emergency Remote Teaching (ERT) - Job Aid

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Rapid Front-end Analysis	
Needs Analysis: what are the critical instructional needs? What are critical non-instructional needs? (e.g. health, safety, security)	
Learner Analysis: what are important personal and social characteristics you need to take into account? How many of your learners are food- or housing-insecure? How many learners will experience accessibility barriers, and what are those barriers I can anticipate? What types of stress will my learners be	

<p>experiencing, and how can I adjust plans and expectations accordingly?</p>	
<p>Contextual Analysis: What are the major changes in learning context that are occurring?</p> <p>How many of your learners do and do not have reliable internet, phone / mobile service, or other means of connecting?</p> <p>How many and who will have difficulty completing work or operating safely if they have to leave the school or campus?</p> <p>What assumptions am I making that I can question about learners living environments to inform my expectations on availability, schedule, willingness to share video, etc.?</p>	
<p>Environmental Scan - Infrastructure Analysis: What infrastructure am I assuming all students will have access to?</p> <p>What are backup systems and infrastructure I should consider as alternatives?</p> <p>Who might we partner with to tap into various communication infrastructures?</p>	
<p>Content and Task Analysis: What are really the most essential objectives?</p> <p>How can I reframe objectives around learning and performance instead of content coverage?</p> <p>How can I adjust the content to be responsive to the emergency? And are there ways in which I can meaningfully incorporate the emergency itself into course in a way that helps students manage their stress or concerns?</p>	

Design	
Strategies	
Technology Selection	
Develop	
Organization	
Communication	
Accessibility	
UDL Principles: <ul style="list-style-type: none"> ● Equitable use ● Flexibility ● Simple and intuitive to use ● Perceptible information ● Tolerance for error 	
Implement	
Getting students oriented	
Timely responsiveness	
Clear instructions	
Timely feedback	
Evaluate	
<p>Analysis</p> <p>Did your analysis yield enough information to guide your ERT design and development?</p> <p>What, if anything, was missing in your analysis?</p>	
Design	

<p>Was your knowledge of potential instructional strategies sufficient for your development of ERT?</p> <p>Was your knowledge of assessment strategies sufficient for your development of ERT?</p>	
<p>Develop</p> <p>Did you have sufficient development skills to create all planned aspects of your ERT experience?</p> <p>Were you able to develop instruction that was accessible to all students?</p>	
<p>Implement</p> <p>Were your technology choices appropriate for the infrastructure available to you and your students?</p> <p>Were your instructional strategies effective?</p> <p>Were your assessments effective?</p>	

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