



Educational Technology Cooperative

2018 Summer Webinar Series

Coursetune: Rapid Prototyping Curriculum to Meet Today's Educational Demands

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Today's speakers



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RAPID PROTOTYPING CURRICULUM TO
MEET TODAY'S EDUCATIONAL DEMANDS

Roadmap

1. Why is rapid prototyping important now?
2. What are key elements to Georgia State University's process?
3. What are some GSU case studies that show this in action?
4. Takeaways

(Sneak peek on case studies)

- 1. Master's in Public Health** - Show program alignment to updated CEIF Accreditation guidelines
- 2. EdPsych** - Shifting program to meet structural changes
- 3. Criminal Justice** - Redesigning program for flexibility to increase enrollment

Learning Objectives: Audience will be able to

1. Identify the need for rapid prototyping in their own program development.
2. Define human-centered design approach.
3. Articulate the need for clear data visualizations during and after program and course design process.

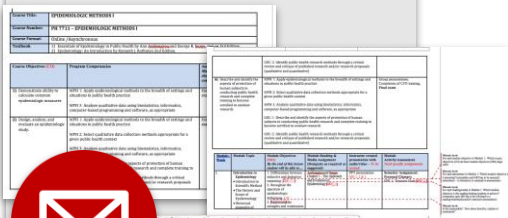
Let's start from the top:

What do we mean by “rapid prototyping?”

Why is this significant now?

GSU Process

Former State



Area	EPIDEMIOLOGIC METHODS	BIOTERRORISM
Learning Objectives	1. Identify the epidemiologic methods used in the study of infectious diseases.	1. Identify the epidemiologic methods used in the study of infectious diseases.
Assessment	1. Identify the epidemiologic methods used in the study of infectious diseases.	1. Identify the epidemiologic methods used in the study of infectious diseases.



Current State



School of Public Health (SPH)

Mappings

- GSU Goals/Outcomes
- ASPH
- CEPH

- MPH Core 1
- MPH Core 10
- MPH Core 11
- MPH Core 18
- MPH Core 21
- MPH Core 3
- ✓ MPH Core 7
- MPH Core 8

Descriptions

CLO Title: CLO 1
CLO Statement: Apply the stages of the Generalized Model for Health Promotion Program Planning to address health-risky and health-promoting behaviors.



Future State



IT Database Management

Mappings

- ILO - University Outcomes
- Collaboration
- Ethical Reasoning
- Information Literacy
- Oral Communication
- Problem Solving
- Learning Design Goals
- Badges
- Career Competencies
- CS Professional Skills
- Logical Thinking
- Scientific Mindset
- Task Planning

Descriptions

Course Name: Database Concepts I (Advanced)
Course ID: CS 1200 BUS 2020
Course Credits: 3
Course Description: This course



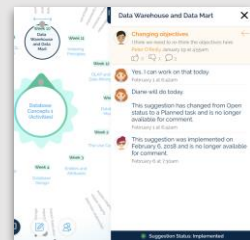
Biological Sciences

Mappings

- ILO - University Outcomes
- Learning Design Goals
- Badges
- Career Competencies
- ASPH Skills

Descriptions

Outcome ID: 10001
Outcome Title: Design
Comments: This suggestion was implemented on February 5, 2024 and is no longer available for comment.



Data Warehouse and Data Mart

Changing Objectives

This suggestion is now the active task. It is being moved to the plan stage.

Descriptions

Outcome ID: 10001
Outcome Title: Design
Comments: This suggestion was implemented on February 5, 2024 and is no longer available for comment.

Case Studies

- 1. Master's in Public Health** - Show program alignment to updated CEIF Accreditation guidelines
- 2. EdPsych** - Shifting program to meet structural changes
- 3. Criminal Justice** - Redesigning program for flexibility to address declining enrollment

MPH: Show program alignment to updated CEIF Accreditation guidelines

School of Public Health (MPH)

CLO 4

CLO 3

CLO 2

CLO 1

7140 Program Planning, Administration and Eval

PH 7160 Fund of Health Sys, Leadership, & Policy

PH 7711 Epidemiologic Methods 1

Search **AA** **Notifications** **Micah**

Mappings

- ▼ GSU Goals/Outcomes
- ▼ ASPPH
- ▲ CEPH
 - MPH Core 1
 - MPH Core 10
 - MPH Core 11
 - MPH Core 18
 - MPH Core 21
 - MPH Core 3
 - ✓ MPH Core 7
 - MPH Core 8
- ▲ Descriptions
 - CLO Title: CLO 1
 - CLO Statement: Apply the stages of the Generalized Model for Health Promotion Program Planning to address health- risky and health-promoting behaviors.

Navigation: Institution, Program, Course, CLO, Bundle

Bottom Bar: Eye, Chat, Edit, Profile

EdPsych: Shifting program to meet structural changes

The screenshot displays the EdPsych program interface. On the left is a vertical navigation menu with icons for Institution, Program, Course, CLO, and Bundle. The main area features a central diagram with a diamond-shaped node labeled "Psychology of Learning and Learners" connected to four surrounding nodes: "Evaluate research", "Identify approaches to learning", "Describe supported themes in learning", and "Compare Theory & Research Applications". This central node is surrounded by nine circular nodes representing various course topics: "Prof Dev Seminar in Ed Psych", "Professional Studies in Educational Psychology", "Psychology of Adulthood and Aging", "Qualitative / Interpretive Research in Education", "Qualitative Methods in Anthropology", "Qualitative Research in Education II", "Qualitative Research in Education I", "Qualitative Methods and Analysis in Education I", and "Qualitative Research in Education I".

On the right, a sidebar contains a search bar, user profile "Lily", and utility icons. Below this is a "Mappings" section with a dropdown menu showing "GSU Goals/Outcomes" and "Student Learning Goals". Under "Student Learning Goals", "EPY field exposure" is checked and highlighted, with associated competencies: "Professional Communication", "Research Expertise", "Scholarship", and "Teaching Competency". A "Descriptions" section below lists: "Course Name: Psychology of Learning and Learners", "Course ID: EPY 7080", and "Course Credits: (empty)".

Criminal Justice: Redesigning program for flexibility to increase enrollment

The screenshot displays the Coursetune interface for the course 'Interdisciplinary Studies in CJA'. The main area shows a grid of course nodes, each with a central icon and surrounding text labels. The nodes are:

- Capstone**: Developing Action Plan, Evaluating Outcomes, Establishing Evaluation, Crime Prevention Research, Developing Community Plans, Conducting Research, Comparing Interventions & Programs, Crime and the Criminal Justice System, Developing Research Strategy.
- Forensics & Identification**: Analyzing Evidence, Identifying Types of Evidence, Investigating Sites, Communicating Results, Reflection on Ethical Decisions, Critical Evaluation, Forensic Interviewing, Semester Goals, Evidence-Based Research.
- Leadership & Organizational Behavior**: Identifying the Role of Research, Ethical Theories, Role of Ethical Decision-Making, Identifying Ethical Dilemmas, Public Budgeting and Finance, Program Organization, Developing Strategies, Critically Assessing Ethical Issues, Programmatic Public Service and Democracy, Semester Objectives.

The sidebar on the left contains navigation icons for Institution, Program, Course, CLO, and Bundle. The top right shows a search bar, user profile 'Micah', and utility icons. The right sidebar lists 'Mappings' and 'Descriptions' for the course.

Mappings

- GSU Goals/Outcomes
- PLCs
 - PLC1 Lead and Manage
 - PLC2 Research on Crime
 - PLC3 Think Critically
 - PLC4 Articulate Principles
 - PLC5 Communicate and Interact

Descriptions

- Course Name: Ethics in Criminal Justice
- Course ID: CRJU 6060 Year 1 Spring 2018
- Course Credits: 3

Key process insights

1. Human-centered design
2. Strong, collaborative visualizations/blueprints
3. Use data to inform design

Revisit learning objectives:

1. Identify the need for rapid prototyping in their own program development.
2. Define human-centered design approach.
3. Articulate the need for clear data visualizations during and after program and course design process.

SREB Educational Technology Cooperative

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