# INSTRUCTIONS

***This is the Design Document which will be used throughout the Instructional Design and Technology Micromasters® Program***

An Instructional Design Document allows you to catalogue learning design architectural elements. The Instructional Design document is a guidebook for key individuals, such as stakeholders, subject matter experts, and peers who may be collaborating on your learning experience. By capturing these elements, you can provide key individuals with a snapshot or vision of the finished learning product. Knowledge of this information keeps all stakeholders heading toward the same goal. This documentation is also important when reviewing when a course should be retired (sunsetted), discontinued, or even resurrected.

You will begin using this document in 100x by creating your ePortfolio and checking off the elements you are creating. In 200x, you will begin to focus on your intent and rationale of your micro course and modules along with the objectives and assessments that you will use for your modules in 400x. In 300x, you will add media elements to support the material you created in 200x. In 400x, you will bring all of these elements together for your final micro modules.



## HOW THIS DESIGN DOCUMENT WORKS

The Instructional Design and Technology Micromasters® are interconnected and build toward a final project in LDT400x, in which you will build and deliver a 20-minute course.
Instructional Technology & Design course sequence:
LDT100x: Learning Theories
LDT200x: Instructional Design Models
LDT300x: Digital Media, New Tools and Technology
LDT400x: Instructional Design Course Evaluation and Capstone

A design document will be used in 100x, 200x, 300x, and 400x.

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# LDT100x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

In 100x, you will complete an ePortfolio. Please note the expectations in the course site to understand the sites available to use to create the ePortfolio as well as the expectations of the assignment.

To get started, add your link to your ePortfolio.

**ePortfolio Link**

| | |
|---|---|
| i | Please provide a link to your completed ePortfolio. |

Link:
https://griffl.org/portfolio-udsm/

Within your ePortfolio, you will have the following elements. You can check off the element once completed and/or add in the link to that specific element.

- ☐ Welcome Page: https://griffl.org/portfolio-udsm/
- ☐ Comparing Learning Theories (Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy) https://griffl.org/comparing-learning-theories/
- ☐ Personal Learning Experiences (elementary, high school or college, professional career) https://griffl.org/my-learning-experiences/
- ☐ Behaviorism Overview https://griffl.org/behaviorism-learning-theory/
- ☐ Constructivism Overview https://griffl.org/constructivism-learning-theory/
- ☐ Cognitivism OR Connectivism https://griffl.org/cognitivism-learning-theory/
- ☐ Andragogy https://griffl.org/andragogy-learning-theory/
- ☐ Authentic Assessment https://griffl.org/learning-scenario-with-authentic-assessment/
- ☐ MicroLearning Project https://griffl.org/microlearning-project-and-reflection/

Please remember to reach out to the instructional team if you have any questions or concerns.

□

# LDT200x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

| | |
|---|---|
| **Document Author** | *Herbert Okolowitz* |
| **Course Name** | *Green Light – SEO Optimize WordPress Posts with Yoast SEO* |

ePortfolio Link

| | |
|---|---|
| ℹ | Please provide a link to your completed ePortfolio. |

Link: https://griffl.org/portfolio-udsm/

Executive Summary
(Complete this step last after you have filled in all other areas)

| | |
|---|---|
| ℹ | In 200-400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary. Click here for more information on Executive Summaries. **Remember** – Complete this step last! |

**Executive Summary**

- **Purpose of Training**: The purpose of this training is to enable Authors to create SEO optimized posts for the company blog.
- **Problem to be solved**: Content teams are working on excellent content, but are not familiar with Search Engine Optimization (SEO). In consequence, editorial workflows are slowed down and resources are wasted, e.g. by forcing senior editors or external SEO service providers to rework all content pieces before release.
- **Methods**: High-end SEO optimization is an art, but basic SEO optimization can be easily measured by specific key criteria, ideal circumstances to create an optimized and effective training solution.
- **Results of Analysis:**
    - Training the team on key aspects of SEO will save ressources and provide the following benefits
    - Editorials workflows become more direct and efficient, saving time and resources

  - Content Quality increases
  - Target Audiences will be reached better
  - Freelance SME and authors will improve their skills
  - Senior Editors can focus on more important tasks
- **Recommendation**: Above mentioned benefits can be achieved with a cost-effective, optimized training with measurable outcomes.

Type of course

| | |
|---|---|
| i | *What type of course is this? Examples include:*<br>• Step-by-step process<br>• Informational<br>• How-to<br>• Onboarding or introductory<br>Think about the intent of course. What are you intending to do or what type of content do you intend to deliver? |

This course is a how-to training with additional informational content. Each lesson will be accompanied by practical assignments and knowledge checks.

Target Audience & Learner Profile

| | |
|---|---|
| i | Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.<br>• Are they first-year university students?<br>• High school seniors?<br>• 6th grade math students?<br>• Incoming employees to a corporate setting?<br><br>Think about "who" will take your course and why they will take it or benefit from it. This is also known as the "learner profile." Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course. |

The target group consists of authors, editors and freelancers of a blog. They are highly trained in creating content, but lack expertise in search engine optimization.

Learning Gap

| | |
|---|---|
| i | What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building. |

Content teams are working on excellent content, but are not familiar with Search Engine Optimization (SEO). In consequence, editorial workflows are slowed down and resources are wasted

Terminal Learning Objective

| | |
|---|---|
| ℹ | The **Terminal Objective** is the umbrella objective for the whole course |

By the end of the (course, lecture, exercise, etc.), the learner will be able to ….

- Create search engine optimized blog posts.

Course Learning Objectives

| | |
|---|---|
| ℹ | The **Course Learning Objectives** break the Terminal Objective down to manageable parts.<br>What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2.<br>Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.<br>Consult Bloom's Taxonomy at for measurable verbs.<br>● Writing Measurable Learning Objectives https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/<br>● Bloom's Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy<br>● Guidelines for Writing Learning Objectives https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0<br>● Writing Goals and Objectives https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml<br><br>*Remember, this will be a 20-minute course. Keep your scope narrow* |

1. Choose effective focus keywords.
2. Formulate SEO Titles & Meta descriptions
3. Insert relevant inbound & outbound links

Instructional Strategies

| | |
|---|---|
| ℹ | To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete? |

Activities & Tasks
The participant will perform

- Knowledge checks for each lesson
- Practical Assessments for each lesson
- Create a SEO optimized blog posts with Assessment

Assessment Strategies

| | |
|---|---|
| i | How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity. |

Participants will be assessed on their knowledge of the material covered in the course through quizzes, assignments and discussions in each lesson. A final assessment will check the student's ability to achieve the terminal learning objective by crafting a SEO-optimized blog post on their own.

Content Sources

- How to Optimize a Blog Post for Search Engines: A Checklist https://yoast.com/optimize-blog-post-checklist/
- Yoast SEO Complete Guide to SEO Copywriting https://yoast.com/complete-guide-seo-copywriting/
- Why Links Are Important for SEO on Search Engine Journal
- What is a backlink? on moz.com
- Link Building & Establishing Authority on moz.com
- SEMrush: Outbound Links: What Are They & Do They Affect SEO?: https://www.semrush.com/blog/outbound-links/
- MorningScore: Inbound vs Outbound Links: What You Need to Know: https://morningscore.io/inbound-outbound-links/
- Zeo: The Importance of Outbound Links (Outbound Link Tracking in Analytics): https://zeo.org/resources/blog/the-importance-of-outbound-links-outbound-link-tracking-in-analytics

Course Sequencing (Outline)

| | |
|---|---|
| i | Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content |

| | |
|---|---|
| | together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around? |

**Course Outline**

- **Getting Started**
  - Welcome!
  - Course Information
  - Presentation of the Course
- **Lesson 1: What is SEO and how to choose the focus keyword**
  - What is SEO?
  - What is a focus keyword?
  - How to find the right focus keyword
- **Lesson 2: Write SEO-optimized titles, meta description and body content**
  - How to Write an SEO-optimized titles
  - What is a meta description?
  - How to use your focus keyword in headings
  - Effective Use of Focus Keywords in Body Content
- **Lesson 3: Inbound and outbound links**
  - Importance of links for SEO
  - Identify how to build high-quality inbound links
  - Identify how to use outbound links effectively
  - Add high quality links to your blog post
- **Final Assignment of your SEO-optimized blog post**
- **End of Course Survey**

Learning Model

| | |
|---|---|
| | State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design. |

Understanding by Design was the principled model to choose for this particular course. Training outcomes are very precise and measurable in this skill related training. Therefore it was the most effective to design the course from the objectives and create learning activities that will lead students to the desired results.

Learning Theory

| | |
|---|---|
| ℹ | What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section. |

This training is directed at adults. All learning outcomes are measurable and skill related. Therefore, principles of Andragogy and Behaviorism both benefited the course.

- **Andragogy:** The course was designed to be relevant to the needs and interests of adult learners. The course was designed to be self-paced and self-directed. Adult learners can work through the course at their own pace and in their own time. (apart from the due dates at the end of the course
- **Behaviorism:** The course provides clear instructions, feedback and reinforcements to adult learners. For example, students are given practice exercises to complete throughout the course. These exercises allow students to practice the skills they are learning and to receive feedback from the instructor.

Course Standards

| | |
|---|---|
| ℹ | Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:<br>• Cult of Pedagogy: Course Syllabus How To *https://www.cultofpedagogy.com/course-syllabus-how-to/*<br>• Faculty Focus: Effective Syllabus *https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/* |

Academic Honesty Policy: The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Refer to the Academic Honesty Policy in case of doubt.

Late Policy: The course will be **closed on the 15th of October. This is a hard deadline.** You will have until that day (23:59 PM UTC) to submit your final assignment. Submissions after this date are not accepted.

all information is available in the course syllabus:
https://canvas.instructure.com/courses/7691242/assignments/syllabus

# LDT300x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

ePortfolio Link

| | |
|---|---|
| ℹ | Please provide a link to your completed ePortfolio. |

Link:
https://griffl.org/portfolio-udsm/

Learning Gap

| | |
|---|---|
| ℹ | Statement of the learning gap (instructional need) that your content will help overcome. You can have one identified learning gap (instructional need) that covers all digital media you edit or create, or you can identify different learning gaps / instructional needs that change with each digital media you edit or create.<br><br>Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below. |

Content teams are working on excellent content, but are not familiar with Search Engine Optimization (SEO).

Instructional Strategy

| | |
|---|---|
| ℹ | Description of an instructional strategy on how the content can be infused into a learning experience.<br><br>Make sure to review the learning gap you stated in 200x. Revise that learning gap as needed and post below. |

Which learning theory or theories are you using in your course? Why did you choose this theory or theories?

This training is directed at adults. All learning outcomes are measurable and skill related Therefore, principles of Andragogy and Behaviorism both benefited the course.

Understanding by Design was the principled model to choose for this particular course. Training outcomes are very precise and measurable in this skill related training. Therefore it was the most effective to design the course from the objectives and create learning activities that will lead students to the desired results.

Digital Content Development

| | |
|---|---|
| i | The following is the minimum requirement for digital content. You may use the items created in this course. The weeks as listed in parenthesis.<br><br>▪ Digital document (ebook, flyer, infographic, interactive text, pdf). (Week 2 or 3)<br>▪ Original digital video (2-4 minutes in length) published online with closed captioning (non-auto generated). (Week 4)<br>▪ Screencast or mash-up or other Creative Commons licensed work you edited/enhanced to create original work. (Week 5)<br>▪ Enhanced Digital Images (at least 2 images) that you have created or edited in some manner. Identify how you've enhanced the images. (Week 3)<br>▪ Interactive (adaptive type) module. (Week 7) |

The course will contain several presentations in pdf and short videos/ screencasts.

As I did not follow an IDD in my course 3 years ago, I will link to my outputs on my portfolio.

- Digital Media OER Checklist
- OER Checklist 101 Philosophy
- Infographic UDL Universal Design for Learning
- Week 3 Activity: Design a Flyer, Brochure, or Announcement
- Week 4 Activity: Storyboard & Video
- Week 5 Activity: Storyboard and screencast or animation
- Week 6 Activity: Podcast – Music and Effects alter Meaning
- Week 7 Activity – Storyboard and Interactive Module
- Week 8 Activity – Signature Assignment

OERs, Creative Commons, Checklist

| | |
|---|---|
| i | ▪ Identify at least two Open Educational Resources to support content development.<br>▪ Label your media with a Creative Commons license (student choice on the level of rights to allow),<br>▪ Apply your updated Digital Media Checklist created in week 1 to each of your digital media, provide the overview of findings and describe in a short statement |

| | |
|---|---|
| | or rationale why each digital media artifact will support content development or your lesson. |

- https://yoast.com/optimize-blog-post-checklist/
- https://yoast.com/complete-guide-seo-copywriting/
- https://griffl.org/portfolio-udsm/digital-media-oer-checklist/

# LDT400x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

ePortfolio Link

| | |
|---|---|
| i | Please provide a link to your completed ePortfolio. |

Link:
https://griffl.org/portfolio-udsm/

Identify Main Issue

| | |
|---|---|
| i | • A short essay or prospectus where you identify and clearly explain the main issue or problem under critical consideration and how your module overcomes the issue or problem<br>• Discussion of how learning theories influenced your design and discussion of why you are using that approach<br>**revisit work from 100x and 200x |

Content teams are working on excellent content, but are not familiar with Search Engine Optimization (SEO). In consequence, editorial workflows are slowed down and resources are wasted, e.g. by forcing senior editors or external SEO service providers to rework all content pieces before release.

Syllabus

| | |
|---|---|
| i | • Course title & description of outcomes<br>• Course objectives<br>• Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)<br>• PDF version available on your course site<br>**revisit work from 200x |

All information is available in the course syllabus:
https://canvas.instructure.com/courses/7691242/assignments/syllabus

**Course Overview**
This course will teach web authors how to optimize their content for search engines. Topics covered will include:

- How to choose a focus keyword
- How to write an SEO title and meta description
- How to use internal and external links effectively

**Learning Objectives**
By the end of this course, participants will be able to:

- Choose the right focus keyword for their content
- Write an SEO title and meta description that will help their content rank well in search engines
- Use internal and external links effectively to improve their content's SEO

**Course Outline**

- Lesson 1: Introduction to SEO and how to choose a focus keyword
  - What is SEO?
  - How does SEO work?
  - The importance of SEO for web authors
  - What is a focus keyword?
  - How to find the right focus keyword
  - How to use your focus keyword effectively
- Lesson 2: Writing an SEO title and meta description
  - What is an SEO title?
  - What is a meta description?
  - How to write an SEO title and meta description that will help your content rank well in search engines
- Lesson 3: Using internal and external links
  - What are internal links?
  - What are external links?
  - How to use internal and external links effectively to improve your content's SEO

**Assessment**
Participants will be assessed on their knowledge of the material covered in the course through several quiz, assignments and a final practical exam.
**Prerequisites**

- Access to Internet
- Computer / Laptop
- Experience in writing online content is a plus, but not mandatory
- All course materials are presented in English.

**Instructor**
The course will be taught by a qualified SEO expert with experience in helping web authors improve their content's SEO.
**Schedule**
The course will be held over three consecutive online lessons.
**Location**
Online.
**Cost**
The course is free.
**Enrollment**
This course has enabled open enrollment. Students can self-enroll in the course:

- **https://canvas.instructure.com/enroll/TJRBAP**
- Alternatively, **https://canvas.instructure.com/register** and use the following join code: **TJRBAP**

***Direct link to course on LMS for peer review and feedback***

Course Link: https://canvas.instructure.com/courses/7691242
Student Login:
Username: **GrifflLDT 400x**
Password: **).,b,v,kwsdF98B**

Published Lesson

| | |
|---|---|
| ℹ | Provide URL to the published lesson on the platform of your choice. |

https://canvas.instructure.com/courses/7691242/modules

- Username: GrifflLDT 400x
- Password: ).,b,v,kwsdF98B

Objectives

| | |
|---|---|
| ℹ | • Minimum of one measurable terminal objective<br>• Minimum of two enabling objectives per terminal objective<br>• Each terminal objective must be measured using a performance-based assessment<br>**revisit work from 200x |

Learning Outcome
Participants will be able to create SEO-optimized blog posts.

Learning Objectives
By the end of this course, participants will be able to:

- Choose the right focus keyword for content
- Write an SEO title, meta description, headings and body content that will help content rank well in search engines
- Use inbound and outbound links effectively to improve content's SEO
- create an SEO-optimized blog posts

Assessments

| | |
|---|---|
| i | • Minimum of two formative assessments<br>• Minimum of one summative assessment<br>• Scoring rubric to evaluate summative assessment<br>**revisit work from 100 and 200x |

- 3 graded quizzes
- graded discussion
- 3 assessment
- 1 final assessment

Engagement

| | |
|---|---|
| i | • At least one element of social constructivist and/or active engagement each week<br>• Example discussion question, project posted to course with follow up comment & feedback<br>**revisit work from 100x |

**Quizzes**
Focus Keyword Knowledge Check
How to effectively use your focus keyword
In- and outbound Links in SEO

**Discussions**
Ask a question
What are some of the challenges of choosing the right focus keyword?
How to use your focus keyword effectively

**Assignments**
Create a SEO optimized blog post around a long-tail focus keyword of your choice
Create a SEO optimized blog post & Peer Review
Add in- and outbound links to your blog post & Peer Review

**Final Assignment**
Final submission of your blog SEO-optimized blog post

Audio Visual

- Minimum 3 images
- Minimum 1 video
- Minimum 1 screencast or narrated presentation

**revisit work from 300x

Images
5 images from https://unsplash.com/ with attribution (e.g. Photo by Merakist on Unsplash)

Screencasts with captions
https://youtu.be/6yMJAQZ_YYc
https://youtu.be/Ygk2dJ4K7JQ

Compliance

- Copyright, fair use, and Creative Commons used appropriately
- Use APA for all citations and attributions for Creative Commons items
- ADA compliance, including but not limited to image alternative tags and closed captioning for all videos on course

**revisit work from 300x

- Attributions and copyright information are added for all media elements.
- Some elements of the course were generated with the following tools.
    - Some of the presentations used for screencasts were generated based on my script with gamma.app (watermark displays attribution)
    - Screencast were performed with Screencastify (watermark displays attribution)

Quality Assurance

| | |
|---|---|
| | • Professional look and style (theme), with correct and consistent spelling and grammar<br>• Self-assessment of your MicroLesson |

The course was thoroughly evaluated and improved using the OSCQR Course Design Review method. I modified the review document alongside my changes.

Some of the improvements made were:

- Optimizing the Syllabus (e.g. Requirements, Requisites, Schedule)
- Adding a course information page that breaks down the syllabus in a more digestible format
- Adding PDF versions of the syllabus for download
- Audience profile and technical requirements specified in greater detail
- Accessibility standards were improved, e.g. the provided PDF
- Instructions for all activities were improved
- Alt-tags of media were improved