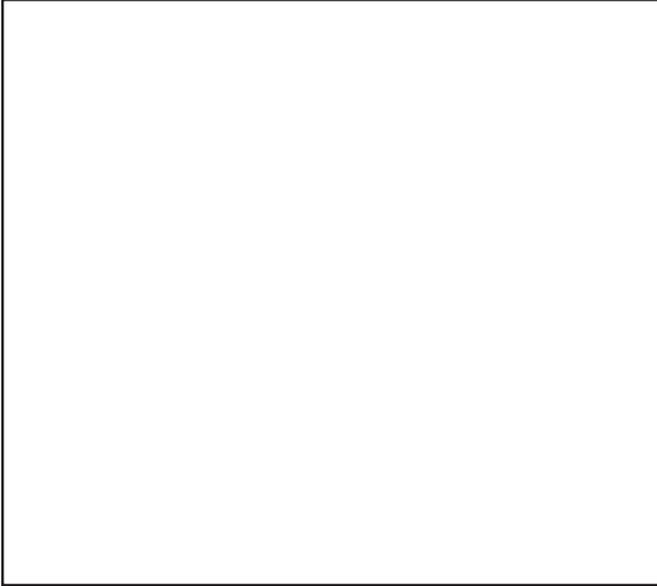


1 STEP

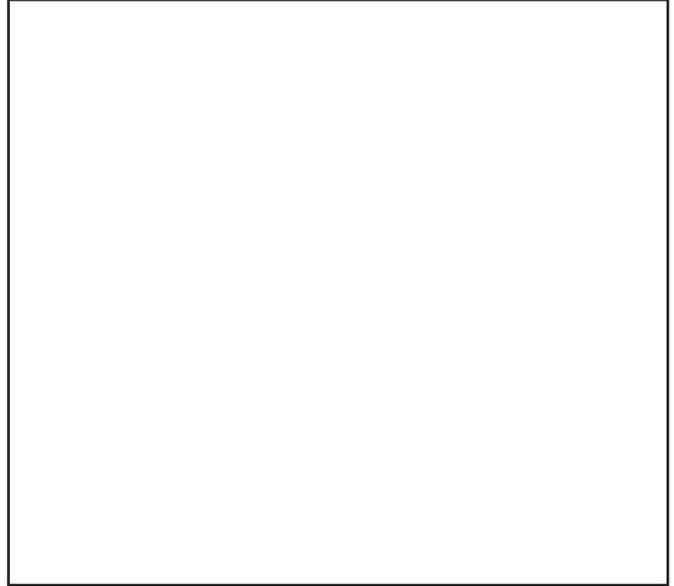
Your Challenges

Think of your day to day work. What are challenges you face when working with and helping others? What knowledge gaps do you see and/or what are some areas for improvement? What challenges do you feel can be fixed with training?

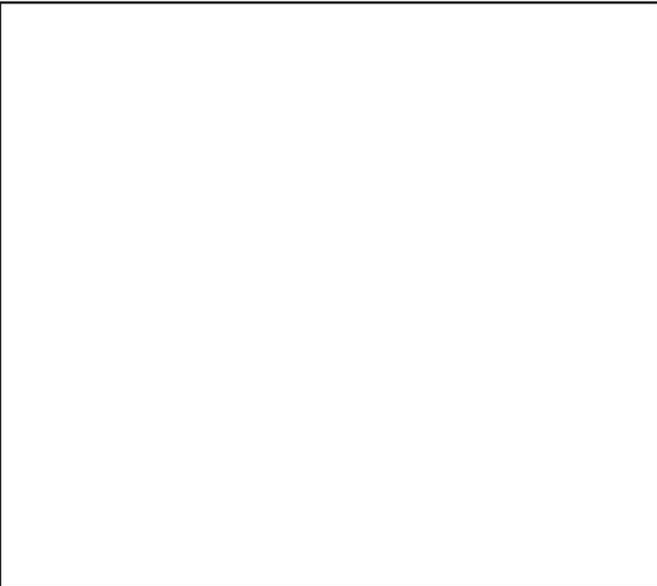
Challenge #1



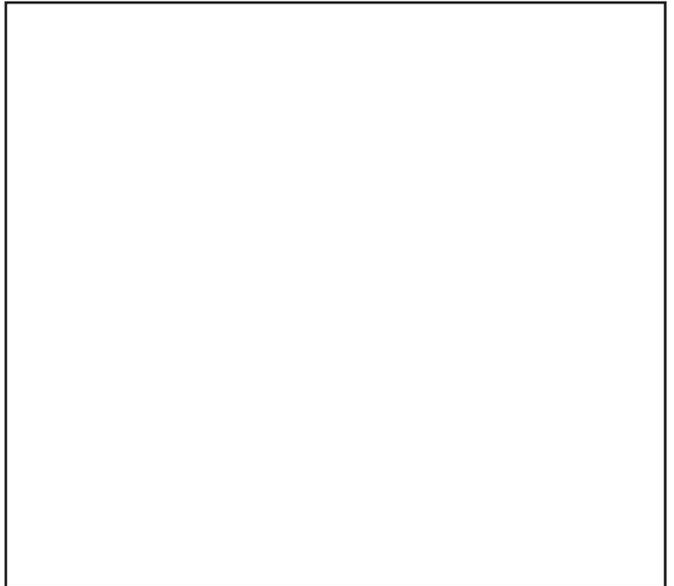
Challenge #2



Challenge #3



Challenge #4



Don't have more than one challenge? Lucky you! No worries though. You only need to choose one for the rest of the activity. If you have a challenge that you believe you already have a solution for, you can use the activity to see if the solution really fits, or choose a different challenge to develop an innovative solution for something else.

2 STEP

Your Participants

Who are you designing for? Who are they as people, as professionals, as colleagues?

Faculty are busy with teaching and research



Faculty may or may not have online teaching experience



APPQMR ≠ Online Course Development



Culture determines priority



1. What online teaching issues have you noticed faculty struggling with? What effect does that have on their performance as instructors, their life, their well-being?
2. What problems do you see that your faculty have that they don't realize they have?
3. What are some things you've heard faculty say about training and QM at your institution?
4. If you asked a faculty member at your institution about their experiences teaching online, what would they say?

Don't just infer! Interview your online faculty and ask them about their experiences. It's a good bet that they know themselves and their experiences better than you do.

4 STEP

Brainstorm Solutions

Think big! Write down as many potential solutions as you can come up with to solve the problem you defined in Step 3. Be careful not to fall back on your usual way of thinking of this “problem.” Instead, filter your solutions through the lens of empathy for your participants that you defined and developed in Step 2. Use the marker and post-its in your folder to write out your solutions. Add your post-its to the page when you’re done.

If you’re completely anti post-its or hate markers, you can write your potential solutions on the page.

5 STEP

Constraints

Constraints might sound bad, but they're actually very good. Constraints force us to be more innovative, to think outside the box, and to be creative. Write your constraints on post-its and place them on this page. Now compare your solutions with your constraints. Which solution will work the best? Move that Solution post-it to the box in the lower-right. If you need to come up with new solutions to fit within constraints, do it!

Your solution.

6 STEP

Prototype

One goal of the design thinking process is to get your ideas in to the real world and in the hands of your participants as soon as possible. Why guess on what can be improved when you can get that feedback right from your participants? Create prototypes as fast as you can. Begin to outline your training solution below.

Type of Training:	<input type="text"/>	Technology Used:	<input type="text"/>
Staff Needed:	<input type="text"/>	Budget:	<input type="text"/>
Marketing Strategies:	<input type="text"/>	Time for Facil.:	<input type="text"/>
# Participants:	<input type="text"/>	Time Needed for Development:	<input type="text"/>
Training Goals:	<input type="text"/>		

Outline:

7 STEP Test

Once you've got a product ready to go, you'll need to deploy it to your participants. The testing phase will help you to determine where your participants have difficulties with your content, what works with your training, and what doesn't. To this end, you will need to make sure to seek feedback from your participants. Complete the questions below to plan out your testing strategy.

Target Test Group: _____

Rationale (why will this group provide the best feedback?):

Which methods will you use to gather feedback?

- One-on-one face to face or video conference interviews
- End of Workshop/Training surveys
- Group debrief sessions (F2F or video conference)
- Record training sessions for analysis
- System analytics (if training uses an online system)
- Observe participants completing the training (if training using an online system)

Other methods for gathering feedback:

Timeline for making changes: