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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	

experiencing, and how can I adjust plans and expectations accordingly?	
Contextual Analysis: What are the major changes in learning context that are occurring? How many of your learners do and do not have reliable internet, phone / mobile service, or other means of connecting? How many and who will have difficulty completing work or operating safely if they have to leave the school or campus? 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.?	
Environmental Scan - Infrastructure Analysis: What infrastructure am I assuming all students will have access to? What are backup systems and infrastructure I should consider as alternatives? Who might we partner with to tap into various communication infrastructures?	
Content and Task Analysis: What are really the most essential objectives? How can I reframe objectives around learning and performance instead of content coverage? 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?	

Design	
Strategies	
Technology Selection	
Develop	
Organization	
Communication	
Accessibility	
UDL Principles: ● Equitable use ● Flexibility ● Simple and intuitive to use ● Perceptible information ● Tolerance for error	
Implement	
Getting students oriented	
Timely responsiveness	
Clear instructions	
Timely feedback	
Evaluate	
Analysis Did your analysis yield enough information to guide your ERT design and development? What, if anything, was missing in your analysis?	
Design	

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