



## **Instructional Design Activity Guidance**

### **Description of Activity**

In the Instructional Design Activity, Participant(s) will produce a lesson plan, teaching material, and evaluation for a learning opportunity to be carried out with or on a target population in the EMS community. The general goal of the activity is to help clinicians refine their instructional design skills via feedback from both the Program Committee (during the review for CE credit) and peers in the industry (via sharing on the Rykerr Medical platform). While the focus of the Instructional Design Activity is on creating a plan itself and there is no mechanism to withhold credit until it has been carried out, all plans that have been awarded hours will be made public on the Rykerr Medical website (with a predetermined delay after hours are awarded) with the option to subsequently add follow up and/ or feedback. This is in an effort to encourage participant(s) to actually carry out the learning activity and provide a mechanism by which others can continue to learn from the experience.

### **Goals**

- Produce a learning opportunity for professional peers
- Develop skills related to instructional design

### **Objectives/ Expected Learning Outcomes**

Through participation in the Instructional Design Activity, Participant(s) will:

- Design a learning activity of professional quality to be shared with peers
- Organize thoughts in a coherent manner that allows for delivery of the activity to an audience of peers

### **Pre-requisites**

This Activity is available to all EMS providers, no further prerequisites are required.

### **Criteria for Selecting Faculty**

As with all Rykerr Medical CE Activities, the Instructional Design Activity is categorized as an F4 activity per CAPCE S&R in which the participant(s) take(s) the initiative to direct learning in a way best suited to their needs and the general expectations outlined here. That said, the Program Committee is available to both offer feedback and evaluate performance. In addition, Content Reviewers outside of the Program Committee can assist in this capacity. In the event that a member of the Working Group (composed of the Program Committee and

Content Reviewers) is a subject matter expert or has a specific interest in the topic of the Activity, the Program Committee will directly seek his or her input when evaluating the Activity.

### Rubric for Evaluation

In order for credit to be awarded, the submitted Instructional Design Activity must achieve “Meets Minimum Requirements” in all fields and as determined by the Program Committee.

		<b>Does Not Meet Minimum Requirements</b>	<b>Requires Revision(s)</b>	<b>Meets Minimum Requirements</b>
<b>Alignment with Activity Application</b>		Does not align with approved Activity Application	Partially aligns with approved Activity Application	Fully aligns with approved Activity Application
<b>Required Components</b>	<b>Lesson Plan</b>	Lesson plan does not adequately identify objectives, audience, timeline and/ or needs of the learning activity	Lesson plan identifies objectives, audience, timeline, and needs of the learning activity, but requires clarification	Lesson plan clearly identifies objectives, audience, timeline, and needs of the learning opportunity
	<b>Instructional Materials</b>	Instructional materials do not align with stated objectives or are inappropriate for the audience	Instructional materials align with stated objectives and are appropriate to the audience, but are not professionally organized	Instructional materials align with stated objectives, are appropriate to the audience, and are professionally organized
	<b>Evaluation</b>	Evaluation does not measure achievement of objectives or does not align with content of instructional materials	Evaluation partially measures achievement of objectives and/ or partially aligns with content of instructional materials	Evaluation adequately measures achievement of objectives and aligns with content of instructional materials
<b>Grammar and Spelling</b>		Many spelling and/ or grammar errors noted	Few spelling and/ or grammar errors noted	No spelling or grammar errors noted
<b>Citation of Sources (if applicable)</b>		Sources not cited, sources cited inaccurately or sources absent when needed	Errors noted in citations, but credit given with references to outside material	Appropriate citations provided for all appropriate references to outside material
<b>Accuracy of Content (if applicable)</b>		Inaccuracy (or inaccuracies) noted that is (are) inconsistent with current evidence and/ or best practice	Clarification needed to maintain consistency with current evidence and/ or best practice	Aligns with current evidence and/ or best practice

For all criteria that “Does Not Meet Minimum Requirements” or “Requires Revision(s),” specific guidance will be provided to participant(s) and suggestions may be offered by which the submission can be reworked to achieve a successful evaluation and awarding of credit.