

Fire Service Course Design--One Week

FSCD-Project Manual

1st Edition, 5th Printing-October 2012



FEMA

FEMA/USFA/NFA
FSCD-One Week-PM
October 2012
1st Edition, 5th Printing

Fire Service Course Design--One Week



FEMIA

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FEMA

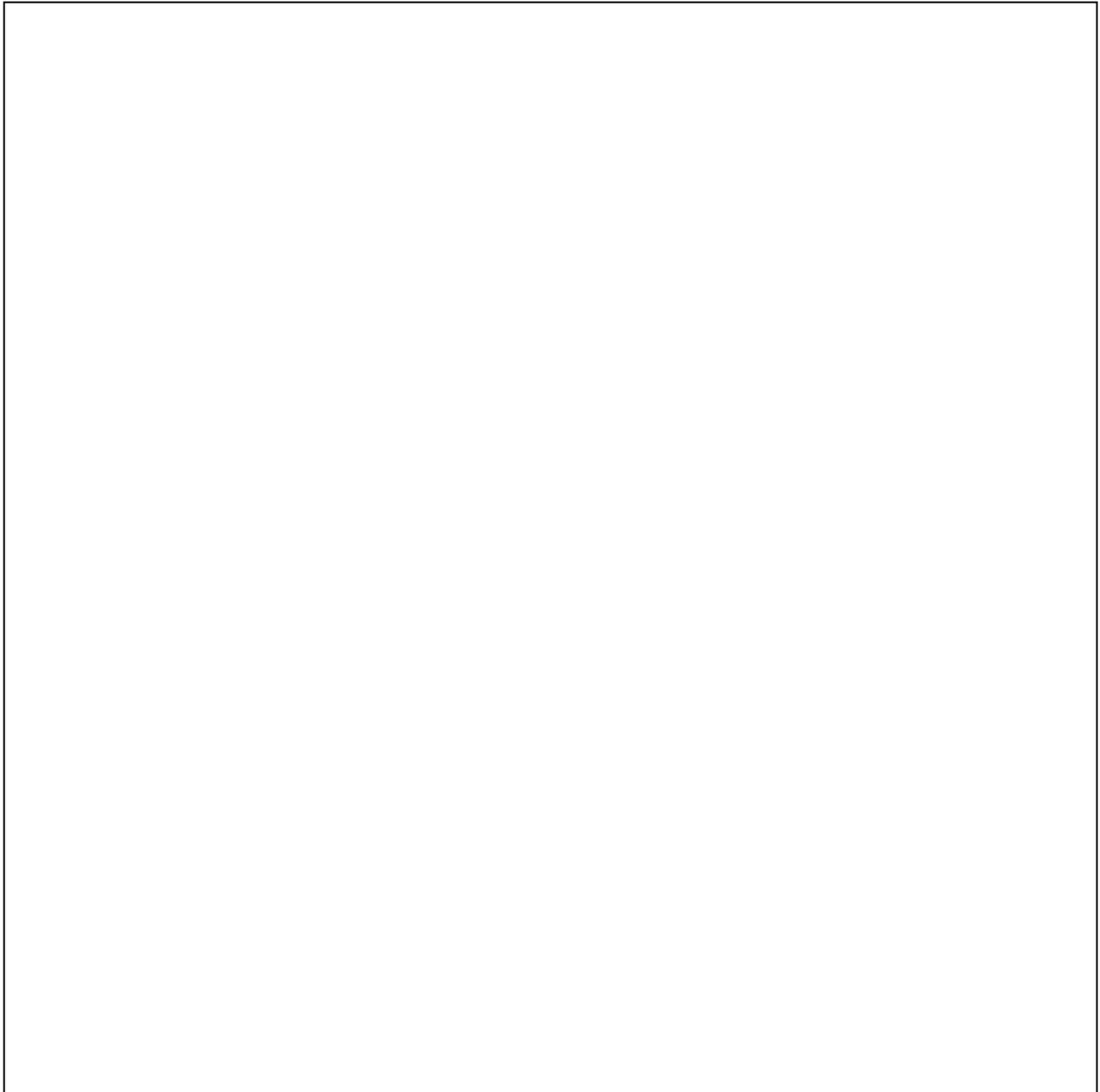
**Insert the results of your precourse assignments into the final project book under
Step 1**

Step 2

Defining a Target Audience

The next step in your course design is to define your target audience more clearly. Produce a list, no more than one page in length, that describes your target audience. You may use bullet items as provided in the example in the Student Manual.

Use the checklist in the Student Manual as a guide.



Step 3

Job Task Analysis

Target Audience

Task

Performance Standard

Steps

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Knowledge

Attitudes

Safety

Equipment & Materials

Source of Analysis

Job Task Analysis

Target Audience

Task

Performance Standard

Steps

- 1.

- 2.

- 3.

- 4.

- 5.

- 6.

- 7.

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Target Audience

Task

Performance Standard

Steps

- 1.

- 2.

- 3.

- 4.

- 5.

- 6.

- 7.

- 8.

- 9.

- 10.

Knowledge

Attitudes

Safety

Equipment & Materials

Source of Analysis

Step 4

Write Course Goal and Objectives

COURSE GOAL:

A large, empty rectangular box with a thin black border, intended for the user to write the course goal. It occupies the central portion of the page below the 'COURSE GOAL:' label.

TERMINAL OBJECTIVE (from Major Task):

Audience

Behavior

Conditions

Degree

Enabling Objective 1:

Enabling Objective 2:

Enabling Objective 3:

Enabling Objective 4:

Enabling Objective 5:

Each unit of a course will have one terminal objective and most units will have five or less enabling objectives.

TERMINAL OBJECTIVE (from Major Task):

Audience

Behavior

Conditions

Degree

Enabling Objective 1:

Enabling Objective 2:

Enabling Objective 3:

Enabling Objective 4:

Enabling Objective 5:

Each unit of a course will have one terminal objective and most units will have five or less enabling objectives.

Step 5

Organizing Course Outline

Number of Unit in your course:

Terminal Objective:

Title of Unit (what will you call it):

Sequencing of Enabling Objectives as they will be developed in this unit.

Which scheme did you select to organize your course outline?

Objective Number	Enabling Objective

Complete a worksheet for two separate Terminal Objectives (2 forms required)

Number of Unit in your course:

Terminal Objective:

Title of Unit (what will you call it):

Sequencing of Enabling Objectives as they will be developed in this unit.

Which scheme did you select to organize your course outline?

Objective Number	Enabling Objective

Complete a worksheet for two separate Terminal Objectives (2 forms required)

Step 6

Course Evaluation Plan

Complete the following matrix, listing all the evaluation strategies you will use for your course. A short description is all that is needed. Each block should be completed.

	Students	Instructor	Course
Before Class			
During Class			
After Class			

Formative Evaluation

Pilot Program

1. How many pilot programs or trial courses will you evaluate? _____

If you are conducting at least one pilot, please answer questions 2 through 4.

2. What types of questions will you evaluate?

3. What will your role in the pilot program be?

4. What other people will you use to obtain feedback during the pilot offering?

During the Design/Development of Program

Describe the types of review and who would be involved during the design/development of your program.

Summative Evaluation

1. After the course has been developed and any pilot programs offered, what type of ongoing evaluations are obtained?

2. Are there resources to make changes if necessary?

Step 7

Instructional Method and Activity for your project. Take two Enabling Objectives from your curriculum outline (Step 5) and identify at least two methods that the materials could be instructed. Additionally identify the type of activity you will use for the application phase or learning check.

Students name:

Unit title being used:

Objective used:

Two methods with which the materials could be delivered/instructed:

1.

2.

List at least one activity you will use for the application phase or learning check for this unit. Provide a brief description of how it will look or work.

Instructional Method and Activity for your project. Take two Enabling Objectives from your curriculum outline (Step 5) and identify at least two methods that the materials could be instructed. Additionally identify the type of activity you will use for the application phase or learning check.

Students name:

Unit title being used:

Objective used:

Two methods with which the materials could be delivered/instructed:

1.

2.

List at least one activity you will use for the application phase or learning check for this unit. Provide a brief description of how it will look or work.

Step 8

Media Evaluation

Select one unit from Step 7 and determine what media may be used for the presentation of the unit. Media should support the introduction of the material, support the development of the material, or help summarize the unit material. The media itself, including PowerPoint® slides, should not be the unit itself (not the video training program). Media should help support your material. Media can include training props, PowerPoint® slides, DVD or CD programs, and almost any item that will help get the points across.

Using one of the units from Step 7 identify the media you may use to help you deliver the training contained in that unit. Describe how the media will add to the variety or creativity of a presentation, how the media selection is appropriate for the course material, and is the media related specifically to a specific skill or task. As an example, is it a product that explains the steps needed to raise a ladder, is it a product for the participants to identify specific safety issues, or does it have features that will enhance the participant to accomplish a skill contained in the unit. As a starting point will your course use PowerPoint® slides? If yes, explain how it will support your program.

Unit number (from Step 7):

Performance Objectives:

How will the media support:

Variety/Creativity to support course delivery?

Media:

How or why did you select/justify this media?

Media:

Will the media to be used specifically provide methods of skill application (how to do it)?

Media:

Step 9

Determining Format of Course Manuals

Student Manual

1. What sections/items are important for your SM? Place a check next to each item you intend to develop/use, and next to the item make any notes regarding any issues such as time, money, complications, etc.

- | | | |
|----|---|--------------------------|
| a. | Cover/Title page.
Notes: | <input type="checkbox"/> |
| b. | Edition/Date.
Notes: | <input type="checkbox"/> |
| c. | Developers/Authors.
Notes: | <input type="checkbox"/> |
| d. | Publication data.
Notes: | <input type="checkbox"/> |
| e. | Foreword/Preface.
Notes: | <input type="checkbox"/> |
| f. | Acknowledgments.
Notes: | <input type="checkbox"/> |
| g. | Table of Contents.
Notes: | <input type="checkbox"/> |
| h. | Introduction.
Notes: | <input type="checkbox"/> |
| i. | Schedule.
Notes: | <input type="checkbox"/> |
| j. | Goals, Objectives, Standards.
Notes: | <input type="checkbox"/> |
| k. | Policies.
Notes: | <input type="checkbox"/> |
-

-
- l. Outline/Text.
Notes:
 - m. Note-Taking Guide.
Notes:
 - n. Activities/Handouts.
Notes:
 - o. Pretests.
Notes:
 - p. Bibliography.
Notes:
 - q. Appendices.
Notes:
 - r. Glossary.
Notes:
 - s. Course description.
Notes:
 - t. Answer Sheets.
Notes:

2. How many students will be taking this program?

Instructor Guide

1. How many instructors will be needed? How will instructors be selected? How will instructors receive training to teach this course? Are any of these instructors able to help you with the development of the manual?
 2. Is your instructional materials complete and appropriate for another instructor to utilize in the delivery of the course content? As example the list below contains important considerations. Does your plan incorporate the items below, as a minimum? Place a check mark next to each item that is complete.
 - a. Lesson plans with:
 - Content outline,
 - Instructional methods,
 - Media required,
 - Activities,
 - Equipment needed,
 - References,
 - Unit/Lesson titles,
 - Objectives,
 - Clock times, and
 - Plenty of direction.
 - b. Masters:
 - PowerPoint[®] or other media,
 - Tests, quizzes, answers, and
 - Evaluation mechanisms.
 - c. Schedules.
 - d. Boilerplate material.
-

Design Document Formatting Decisions

Instructor Guide

- Spiral-bound?
- Three-ring binder
- Size _____ inches x _____ inches x _____ inches
- Are copies of CD with PowerPoint files to be included in Instructor Guide?
 - yes no
- Page format:
 - Split page with notes to instructor and times of content on right-hand side of page.
 - Two pages with notes to instructor and instruction time on left-hand page; content on right-hand page.
 - Content in outline form using Roman numerals and letters.
 - Content presented using bullets and dashes for subpoints.
- Number of instructor guides to be printed _____

Student Manual

- Spiral-bound?
 - Three-ring binder?
 - Size: _____ inches x _____ inches _____ x _____ inches
 - Course Outline? Note-taking Guide?
 - _____ Number of copies to be printed? Advance time required for printing? .
-

Course Design Summary Sheets

Steps 4-8

Unit Number: _____ **Unit Title:** _____

Step 4: Terminal Objective 1: _____

Enabling Objective 1: _____

Step 5 Content	Step 8 Media/ Materials	Step 7 Methods/ Activities	Step 6 Evaluations	
			Domain _____ Level (if cognitive) _____	
			Type of Evaluations	Criteria for Passing

Steps 4-8

Unit Number: _____ Unit Title: _____

Step 4: Terminal Objective 1: _____

Enabling Objective 1: _____

Step 5 Content	Step 8 Media/ Materials	Step 7 Methods/ Activities	Step 6 Evaluations	
			Domain _____ Level (if cognitive) _____	
			Type of Evaluations	Criteria for Passing

Steps 4-8

Unit Number: _____ Unit Title: _____

Step 4: Terminal Objective 1: _____

Enabling Objective 1: _____

Step 5 Content	Step 8 Media/ Materials	Step 7 Methods/ Activities	Step 6 Evaluations	
			Domain _____ Level (if cognitive) _____	
			Type of Evaluations	Criteria for Passing

Steps 4-8

Unit Number: _____ **Unit Title:** _____

Step 4: Terminal Objective 1: _____

Enabling Objective 1: _____

Step 5 Content	Step 8 Media/ Materials	Step 7 Methods/ Activities	Step 6 Evaluations	
			Domain _____ Level (if cognitive) _____	
			Type of Evaluations	Criteria for Passing

Steps 4-8

Unit Number: _____ Unit Title: _____

Step 4: Terminal Objective 1: _____

Enabling Objective 1: _____

Step 5 Content	Step 8 Media/ Materials	Step 7 Methods/ Activities	Step 6 Evaluations	
			Domain _____ Level (if cognitive) _____	
			Type of Evaluations	Criteria for Passing