



NASJE

CURRICULUM DESIGN

SELECTING AND MANAGING INSTRUCTIONAL
DELIVERY MECHANISMS

INSTRUCTION DELIVERY MECHANISM: Entry Level Content

NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Selecting and Managing Instructional Delivery Mechanisms

This is a summary of the content in this curriculum design.

- A. Basic Definitions and Terminology
 - a. Instructional design
 - b. Nature of educational content
 - c. Learning environment
 - d. Delivery mechanisms
- B. Delivery Mechanism Options
 - a. In-Person delivery
 - b. Electronic delivery
 - c. Blended delivery
- C. Choosing a Delivery Mechanism
 - a. Available options
 - b. Needs of learners
 - c. Constraints of logistics, time, and money
 - d. Needs of faculty
 - e. Influence of content
- D. Impact of Delivery Mechanisms on Instructional Design
 - a. Designing a course for a delivery mechanism
 - b. Repurposing a course for other delivery mechanisms
- E. Managing Delivery Mechanisms
 - a. Importance of variety
 - b. In-person delivery
 - c. Electronic delivery
 - d. Blended delivery

NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:

5 indicates the NASJE competency addressed in this curriculum design is Selecting and Managing Instructional Delivery Mechanisms

The second number refers to entry- or experienced-level content. (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

5.1 is the entry-level instructional delivery mechanisms curriculum design

5.2 is the experienced level

The third number refers to the section of the design.

For example:

5.1.1 is the content section for entry-level instructional delivery mechanisms

5.1.2 is the faculty resources section

5.1.3 is the participant activities section

5.1.4 is the bibliography and selected readings

The final number refers to the order of items in a section.

For example:

5.1.1.1 is the first content (the overview) in entry-level instructional delivery mechanisms

5.1.2.4 is the fourth faculty resource

5.1.3.3 is the third participant activity

Selecting and Managing Instructional Delivery Mechanisms

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Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc., and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences, and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education](#) and [Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application.

Title: Selecting and Managing Instructional Delivery Mechanisms

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms underlined and in blue indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:

[Selecting and Managing Instructional Delivery Mechanisms](#) (available on the NASJE website) Competency Summary: Effective judicial branch education is dependent on a carefully developed content that reaches learners in a timely manner through appropriate delivery mechanisms. The judicial branch educator's responsibility in selecting and managing instructional delivery mechanisms includes ensuring that a variety of mechanisms is used, ensuring that those mechanisms are appropriate for the learner and the content, and ensuring maximization of the effectiveness of all delivery mechanisms.

Target Audience: Judicial branch educators new to choosing and managing a variety of instructional delivery mechanisms.

Content Level: X Entry Experienced

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)

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5.1.1.0 Curriculum Design

5.1.1.1 Curriculum Design Overview:

(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

The content in this curriculum design familiarizes judicial branch educators with some of the options for delivering education. Content includes an overview of how delivery mechanisms differ, how they affect instructional design, why certain types of delivery are preferable in different situations, and some ideas on how to choose a delivery mechanism based on specific considerations. Content also includes brief explanations of benefits and drawbacks of various types of delivery as well as some aspects of managing each type.

Judicial branch educators are challenged with designing and delivering education to learners in the most effective and efficient ways possible. They need to be able to make decisions about delivery, match design to delivery, and redesign courses if they are to be delivered in alternative ways.

5.1.1.2 Special Notes for Faculty:

The most significant aspect of a course based on this curriculum design is for judicial branch educators to understand that choosing a delivery mechanism involves careful consideration of a variety of factors, the most important being to support and facilitate learning. Although other factors are explored in the content, faculty needs to stress this basic consideration. Choice of delivery mechanism should not be based solely on what is familiar, new, or convenient, but on what will support learners' education.

There are no absolutes with regard to delivery mechanisms because delivery options continue to improve and expand. Faculty for a course based on this design needs to incorporate the most recent delivery options into the content. Because judicial branch educators will have varying levels of knowledge about some delivery mechanisms, faculty may consider using teaching aids that enable learners to experience different delivery options.

Judicial branch educators participating in a course based on this curriculum design would benefit from having attended a NASJE curriculum-based entry-level course on instructional design, [Instructional Design: The Backbone of Effective Education](#). Because instructional design is affected by the chosen delivery mechanism, judicial branch educators with an understanding of the instructional design process will be able to understand the relationship between these factors. In addition, they will understand the importance of revising an instructional design if a course is to be offered through alternative types of delivery.

The Curriculum Committee believes that issues of **diversity** and **fairness**, **ethics**, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the entry-level curriculum design for instructional delivery mechanisms, address these areas as appropriate for your specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and Fairness: Consideration and accommodation of persons with disabilities for each type of delivery mechanism
- Ethics: Choosing a delivery mechanism based on learners rather than only on convenience or cost
- Technology: New technologies that can be used for delivering content

5.1.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. List the benefits and drawbacks of **in-person**, **electronic**, and **blended** delivery mechanisms.
2. Select effective delivery mechanisms for courses based on educational need.
3. Identify learning objectives most effective for in-person or electronic delivery or effective for both.
4. Discuss the applicability and effectiveness of various teaching methodologies with various delivery mechanisms.

For the Individual Situation:

5. Identify a topic for a local audience that could benefit learners by blended delivery.
6. Identify the benefits and drawbacks of implementing new electronic delivery mechanisms from the perspectives of faculty, learners, and judicial branch educators.

5.1.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)

- A. Basic Definitions and Terminology – designing and delivering education involves many factors; a few that are directly related to delivery include:
- a. **Instructional design** – a series of sequential steps used to plan and deliver a course; involves assessing needs, developing course goals, determining learning objectives, selecting content, choosing teaching methods, and evaluating learning; most work occurs after a means of delivery is determined and may be revised if the means of delivery changes
 - b. Nature of educational content – includes the inherent characteristics of content that may influence design and delivery; may involve levels or degrees of several factors, such as degree of familiarity (from very familiar to novel), degree of learner engagement (from intellectual activity to behavioral activity), degree of anticipated change (from making learners aware of information to influencing their personal values), and degree of complexity (from easily understandable to very complicated)
 - c. **Learning environment** – the physical and psychological environment of a course; includes physical comfort (generally the result of physical setting and accommodations for the senses) and psychological well-being of participants (generally the result of faculty behaviors, but may be affected by delivery mechanism)
 - d. **Delivery mechanism** – the means by which learners experience and/or access education; includes in-person delivery where faculty and learners are face-to-face (such as, seminars and workshops) and electronic delivery where faculty and learners are separated by geography and/or time (such as online and offline courses, broadcast, telephonic, and more) [see 5.1.2.1 [An Overview of Delivery Mechanisms](#), pg. 29]
 - i. In-person delivery – faculty and learners are together
 - ii. Electronic delivery – learners access faculty and/or content electronically
 - 1. Synchronous – faculty and learners are engaged at the same time electronically
 - 2. Asynchronous – faculty develops the course and learners access it at a later time through electronic means
 - iii. **Blended delivery** – education that combines two or more types of delivery, such as in-person and electronic delivery, or asynchronous and synchronous electronic delivery

- B. Delivery Mechanism Options **[1]** (*what do judicial branch educators need to know about the most commonly available delivery mechanisms*) [see 5.1.2.1 [An Overview of Delivery Mechanisms](#), pg. 29]
- a. In-Person delivery (*what does it offer*) – learners and faculty are face-to-face, in the same location at the same time
 - i. Benefits and drawbacks
 - 1. Benefits – is familiar to learners and faculty; learners are not required to have any equipment to access the content; enables learners to interact directly and spontaneously with each other and with faculty; enables faculty to directly observe learners and assess achievement of learning objectives; provides opportunities for networking; gets learners away from their work environment and focuses them on content with limited or no distractions; enables learners to learn from one another; enables learners to influence the content (level of difficulty, scope, etc.) based on the needs and experience of those present; effective for cognitive, psychomotor, and affective learning objectives; generally effective for all types of content
 - 2. Drawbacks – costs of time and money for learners to attend; due to logistics, travel, and other considerations, may be time consuming to schedule and implement; generally, once delivered there is no lasting record
 - ii. Some options
 - 1. Conference – generally a large educational event; may span more than a day; may include many courses; may focus on one topical area or involve many
 - a. Plenary session – a course at a conference that involves all learners
 - b. Breakout sessions – courses at a conference that involve only some participants; several sessions generally occur simultaneously; learners generally have a choice of which course(s) to attend
 - 2. Seminar – a free-standing course (not part of a conference), generally focusing on one topic; may be of varying length
 - 3. Workshop – generally a free-standing course, focused on one topic, involving a limited number of learners; focuses on specific skills, such as computer skills, interviewing skills, etc.; fully engages learners in application and practice of new skills

- b. Electronic delivery [6] (*what does it offer*) – learners receive content via electronic means; learners and faculty may be separated by geography and/or by time
 - i. Benefits and drawbacks
 - 1. Benefits – participation may be available to more people than in-person delivery; generally limited or no travel-related costs for learners to participate; generally less time is taken from work (learners often can access content locally); most effective for cognitive learning objectives, some psychomotor objectives, and limited affective objectives
 - 2. Drawbacks – certain types of technology may not be available or familiar to learners; technical problems may interfere with content delivery and/or learner access; local distractions may interrupt participation; interaction between learners and faculty, and among learners, may be limited; initial costs (time and money) of establishing the technology may be significant to the judicial branch education department; faculty may not be able to observe and respond to the nonverbal behavior of learners; courses need to be relatively short or segmented to maintain learner attention and interest; may be challenging to address all learning styles and assess participant learning; effective design and delivery require different skill sets so faculty may need additional education or training
 - ii. Some options
 - 1. Online – uses the Internet to deliver content; courses may be synchronous or asynchronous; generally widely available to learners
 - a. Web-conferencing – connecting learners through the Internet; access is often through a host-established link; may use phone or computer for audio connection
 - b. Digital media – includes podcasts to portable electronic devices or computers with audio, video, and documents; often involves downloading content and/or materials
 - c. Social media – connecting learners who are part of a social network; may offer text, audio, and video connectivity
 - 2. Offline – uses physical media (e.g., DVD, USB Drive, memory card) to deliver content; asynchronous; hosted locally rather than using the Internet; generally on a

- single computer; uses recorded and stored text, audio, and video content
- 3. Telecommunications – connects two or more locations simultaneously through Plain Old Telephone Service (POTS)
 - a. Audio conferencing – based on audio-only connectivity through phone lines
 - b. Video conferencing – connects learners, with sight and sound, to a central location through designated lines; faculty and learners see each other
 - c. Broadcasting – connects a central location to various other locations; learners see and hear faculty, but often faculty cannot see or hear learners; may use additional telephonic connections for learners to communicate with faculty (verbal, email, fax, text)
- c. Blended delivery [\[5\]](#) (*what does it offer*) – learners receive content through more than one type of delivery mechanism [see 5.1.2.2 [Blended Delivery](#), pg. 32]
 - i. Benefits and Drawbacks
 - 1. Benefits – learners experience a variety of possible delivery mechanisms; planners and faculty may choose different mechanisms to satisfy various learner needs, to suit faculty and learner comfort and familiarity with various delivery mechanisms, to address different aspects of the content, and/or to ensure learner access; may address a range of learning styles; may provide faculty with options for evaluating learning
 - 2. Drawbacks – faculty needs to vary instructional design for each delivery mechanism; because more than one type of delivery is used, the design process may be time consuming; depending on the situation, coordination may be critical (e.g., sequence and timing of learning experiences, and more)
 - ii. Options
 - 1. Electronic delivery of certain content, synchronous or asynchronous, before and/or after an in-person course; for example a course on judicial demeanor could involve judges in (a) reviewing guidelines in asynchronous electronic delivery, (b) viewing and commenting on demonstrations of judicial demeanor in various situations through synchronous electronic delivery, and (c) attending an in-person course to review content,

- observe additional live demonstrations, and participate in role play to practice using their new knowledge and skills
2. Synchronous electronic delivery of some content and asynchronous delivery of other content; for example a course on use of an electronic case management system could involve court personnel in (a) demonstrations of the system in synchronous electronic delivery, and (b) individual practice with the system using various hypothetical situations in asynchronous electronic delivery
 3. Integration of faculty-led delivery for certain content, in-person and/or electronic, and learner-based exploration, research, or other learning activity; for example a course on management could involve court personnel in (a) an in-person course on the roles and responsibilities of management, (b) independent research on management theories or reading assigned management literature, and (c) synchronous electronic delivery of additional content to solve hypothetical management situations
- C. Choosing a Delivery Mechanism (*what is involved in choosing how to deliver content*) [see 5.1.2.3 [Choosing a Delivery Mechanism](#), pg. 34] – delivery mechanisms are a means to an end, the end being education (activities or experiences that have a formative effect on the mind, character, and/or physical ability of an individual; enhancing an individual's knowledge, judgment, reasoning and wisdom); preferably deciding the delivery mechanism precedes many of the steps of instructional design because delivery influences the outcome of several steps in the process; choosing a delivery mechanism may be obvious or it may be complex, involving the interrelationship of many factors; there are no absolutely right or wrong choices for delivery; considerations and situational variables, such as those below, are not all equal (some may have a greater influence on delivery decisions than others); a few considerations for choosing the most effective delivery mechanism may include:
- a. Available options – consider the types of delivery available to reach the learners; availability includes what is available to the judicial branch education provider and to potential learners
 - b. Needs of learners [\[2\]](#) (*what type of available delivery mechanism(s) will most effectively support learners and their learning*) – learners are always the primary concern; although in-person delivery has certain benefits, technology continues to advance and offer a wide variety of benefits to learning; choices for delivery are no longer limited to in-person delivery or electronic delivery, but now include considerations

about what type of in-person delivery or electronic delivery and the possibilities for a blended delivery approach; a few questions to ask:

- i. Which type of delivery will meet the educational needs of learners?
 1. If the educational need is based on learner awareness of or familiarity with new content, and therefore will involve cognitive learning objectives, almost any delivery option could be chosen when the course is designed effectively; options could include an in-person plenary session or a synchronous or asynchronous webinar or broadcast
 2. If the educational need is based on learner performance with new content, and will therefore involve psychomotor learning objectives, effective delivery options may be somewhat limited; effective in-person delivery can include conference breakout sessions, seminars, or workshops; effective electronic delivery can include online or offline courses that enable learners to perform certain tasks and receive electronic feedback; videoconference or broadcast may be effective if learners are in local small groups and have facilitators to serve as an extension of faculty to demonstrate behaviors and provide feedback on learner practice
 3. If the educational need is based on learners developing and showing sensitivity in certain situations or using interpersonal skills, effective delivery options may be very limited; in-person delivery (in relatively small groups) is probably the most effective
- ii. What is the needed level of connectivity and interaction between and among learners to grasp or adopt the content?
 1. If learners need direct and/or a high level of contact and interaction with other learners, in-person delivery may be the most effective option
 2. If learners need only some connectivity or interaction with other learners, electronic delivery may be effective when available technology enables individuals to form groups or conduct discussions; if electronic delivery is chosen, a synchronous course may be the most effective although asynchronous courses may also provide a degree of learner connectivity
- iii. How much time do learners need to grasp the content and prepare to implement change?
 1. If learners need a considerable amount of time to engage effectively with the content, in-person delivery

- may be most effective; if electronic delivery is chosen, learners may have difficulty engaging over a long period of time so a lengthy course may need to be segmented or developed into a series of courses
2. If learners need only a limited time to engage effectively with the content, many delivery options are appropriate; however, depending on the location of learners, the time and expense of travel to an in-person course may not be justified for a very short course
- iv. What kind of learning environment do learners need in order to practice using the new content?
 1. If learners need an environment to practice with new content, receive feedback, and continue practicing, in-person delivery may be the most effective; however, depending on the content, many electronic delivery options provide opportunities for learner practice and faculty or peer feedback
 2. If learners need only limited opportunity to practice and receive feedback, many delivery options may be appropriate
 - v. What level of personal contact with faculty do learners need to grasp content and implement change?
 1. If learners need a considerable amount of personal contact and interaction with faculty (such as coaching), in-person delivery may be the most effective; however, some electronic delivery options also provide learner-faculty interaction
 2. If learners need limited personal contact with faculty, many delivery options may be appropriate
- c. Constraints of logistics, time, and money – although constraints are presented individually here for simplicity, they are interdependent; decisions about delivery need to involve the scope of related constraints rather than the answer to a single question
 - i. How many learners need the content?
 1. If only a few learners need the content, in-person delivery may be efficient
 2. If many learners need the content, electronic delivery may be efficient
 - ii. Where are learners?
 1. If learners are concentrated in a location, in-person delivery may be efficient
 2. If learners are scattered, electronic delivery may be efficient
 - iii. How much funding is available?

1. If funding is available locally and/or in the department, many delivery options may be appropriate
2. If funding is limited, decisions on delivery may be influenced by expenses associated with delivery; for example, for in-person delivery, if learners are scattered, their travel expenses may be prohibitive, or for electronic delivery, if a technology is new, the initial expense may be prohibitive
- iv. When do learners need the content?
 1. If there is no time factor for learners to access the content, many delivery options may be appropriate
 2. If the content is needed very soon or immediately, electronic delivery may be the most efficient
- d. Needs of faculty
 - i. How many potential faculty members are available?
 1. If many potential faculty members are available, many delivery options may be considered
 2. If only one or very few potential faculty are available, decisions on delivery may be influenced by his or her preference of delivery mechanism
 - ii. What do faculty members need in order to achieve course goals?
 1. If faculty needs to interact directly with learners and observe their behavior to address course goals, in-person delivery may be most appropriate; for example if the goal is to sensitize learners or teach them effective behaviors for certain situations, in-person delivery may be most effective
 2. If faculty does not need to directly interact and observe learners to determine success, many delivery options may be appropriate; for example, if the goal is to familiarize learners with certain content, in-person or electronic delivery may be effective
 - iii. What are the time constraints for faculty?
 1. If faculty is available over an extended time, many delivery options may be considered
 2. If faculty is available for only a limited time, depending on the number of learners, electronic delivery may be the most appropriate
- e. Influence of content
 - i. What is the nature of the content?
 1. If the content is straightforward, many delivery mechanisms may be appropriate; for example, if content deals with new laws, changes in procedure, or use of

- case management technology, a variety of delivery options could be effective
2. If the content is controversial, sensitive, value-laden, novel, or deals with attitudes and/or human behavior, in-person delivery may be more effective; for example if content deals with making ethical choices, using effective communication skills or developing respect for a diverse population, in-person delivery, preferably in small groups, may be the most effective
- ii. What is the learner's need to revisit or review the content?
 1. If learners can grasp the content in a one-time course or access written materials to refresh their memories, many delivery options may be appropriate
 2. If learners will need to revisit or re-experience a presentation over time, asynchronous electronic delivery may be the most appropriate option
 - iii. Does the content have a long life or is it likely to change?
 1. If content is relatively static, many delivery options may be appropriate
 2. If the content is likely to change, decisions about delivery need to include considerations of time and money to revise and redeliver a course as well as to enable future accessibility by learners
- D. Impact of Delivery Mechanism on Instructional Design **[3]** (*why would delivery affect design*) [see 5.1.2.4 [Recommended Instructional Design Model](#), pg. 37]
- a. Designing a course for a delivery mechanism (*why would delivery mechanisms affect the outcomes of instructional design*) – delivery mechanisms directly affect several aspects of instructional design; ideally the delivery mechanism is determined before beginning the instructional design process; although the steps in instructional design remain the same regardless of how a course is delivered, the outcomes or products of several steps will be different depending on the delivery mechanism; some potential areas affected by the delivery mechanism include:
 - i. Learning objectives and participant activities – learning objectives written for in-person delivery generally involve faculty evaluation of participant learning through direct observation of learner behaviors or activities; learning objectives for electronic delivery may need to be written for learner self-evaluation or small group evaluation of learning
 - ii. Content organization – faculty for in-person delivery may spontaneously change, repeat, or revisit content based on questions and other observable learner behaviors that indicate

a lack of understanding or inability to apply new content; faculty for synchronous electronic delivery often has limited awareness of learners' behavior so needs to organize content in ways that facilitate a degree of repetition and reinforcement; faculty for asynchronous electronic delivery often needs to organize content with built-in repetition, reinforcement, and looping-back options for learners because faculty is not available to respond immediately to learner questions or reactions

- iii. Teaching methodologies [2] – some teaching methodologies are effective for all types of delivery and others are not; methodologies are listed in no particular order but do reflect similar listings in other documents
 - 1. Lecture – faculty delivers content at his or her pace; may be used in both in-person and electronic delivery (synchronous or asynchronous) (video or audio/video) because faculty simply delivers content
 - 2. Active lecture – faculty delivers content and frequently asks for participant input; very effective for in-person delivery and may be effective with certain synchronous types of electronic delivery if faculty-learner interaction can be spontaneous and engage a range of learners
 - 3. Panel – several people present their own perspectives on a common topic; may be used in both in-person and electronic delivery (synchronous or asynchronous), but more effective if learners accessing electronically have the ability to pose questions
 - 4. Debate – generally two people with differing views exchange point and counterpoint; may be used in both in-person and electronic delivery (synchronous or asynchronous), but more effective if learners accessing electronically have the ability to pose questions
 - 5. Self study – participants review materials on their own and at their own pace or perform research; may be used in both in-person and electronic delivery (synchronous or asynchronous) because learners may break from either form of delivery to study or perform research independently
 - 6. Large group discussion – faculty engages the full group of learners in discussion; effective with in-person delivery, but may be challenging for many types of electronic delivery (especially asynchronous) due to difficulties with spontaneous discussion and information exchange; text exchanges take time and verbal

- exchanges are sometimes limited due to the technology and learners' ability to hear one another and to avoid talking over or interrupting each other, etc.
7. Small group discussion – groups of three or more learners discuss an issue simultaneously; may be used in both in-person and electronic delivery; for electronic delivery certain types of technology are required or groups may have discussions via chat rooms or teleconference separate from the larger group of learners
 8. Individual activity – each participant works on an assigned activity without input from others; may be used in both in-person and electronic delivery (synchronous or asynchronous) because learners may work individually when provided the time
 9. Question and answer – faculty asks participants questions and solicits answers; effective for in-person and synchronous electronic delivery; may be challenging for asynchronous delivery; although time consuming and not spontaneous, electronic bulletin boards or chat rooms may be used (consider public records laws)
 10. Demonstration – faculty shows participants how to use new content; may be used for both in-person and electronic delivery (synchronous or asynchronous) because (a) faculty are simply showing learners how to use or apply content and (b) learners are generally passive
 11. Simulation, role play, case study, or hypothetical situation – participants are engaged in a situation that resembles real life; effective for in-person delivery whether the simulation is in writing (such as a hypothetical situation) or acted out (such as a role play) because faculty and other learners are present and able to provide feedback; written simulations are effective for electronic delivery (synchronous or asynchronous); acted-out simulations may be used with certain types of synchronous electronic delivery, but strategies need to be in place for learners to interact with each other and/or with faculty in effective ways; although somewhat less effective, some asynchronous delivery options enable learners to interact with programmed content that will respond to correct choices and/or provide content as a reference

- iv. Teaching aids – faculty developing teaching aids for in-person delivery may spontaneously change, clarify, or eliminate their use based on learners’ responses or reactions; faculty for synchronous electronic delivery may have limited access to learners’ reactions while faculty for asynchronous delivery will have no access to learners’ reactions; therefore in order to ensure learners’ comprehension, faculty should use a variety of teaching aids to maintain interest and facilitate learner access to other (possibly redundant) forms of content that teaching aids are intended to address
- v. Participant materials – faculty developing materials for in-person delivery has options for referring learners to specific portions and spontaneously clarifying information based on learner responses and reactions; faculty for electronic delivery has limited (synchronous) or no (asynchronous) access to learner’s reactions so there is a greater need to carefully ensure clarity and organization for easy reference by learners
- b. Repurposing a course for other delivery mechanisms – courses designed for one type of delivery may be redesigned for other types of delivery; changes may include revising learning objectives, creating new materials, and/or redesigning participant activities
 - i. Temptations to avoid – in striving for efficiency and economy of scale, judicial branch educators may need to reuse a course; learning may be significantly diminished if a course that is designed for one type of delivery is delivered through alternative or other means without alteration; for example:
 - 1. Electronic delivery of a course designed for an in-person situation
 - a. Recording (audio or video) a course designed for and delivered in-person – whether broadcasting, posting online, or using a DVD or other means of recording, electronically delivering a course designed for in-person delivery may diminish learning in numerous ways; learners accessing the course electronically:
 - i. May not be able to hear or understand questions or comments from the live audience or from faculty
 - ii. Often lose interest during lapses of time when the live audience is engaged in small group discussions or participant activities
 - iii. May not benefit fully from the teaching methodologies used

- iv. Do not have the benefit of faculty feedback or evaluation of learning
 - v. May have limited or poor visibility of teaching and learning aids, such as PowerPoint slides projected on a screen in the front of a room
 - vi. Are unable to immediately ask questions or clarify points with faculty and/or other learners
 - vii. May not have the patience to complete the course electronically
- 2. Using teaching aids from an in-person presentation with voice-over narrative for electronic delivery – teaching aids for in-person delivery may not be as effective electronically
 - a. Faculty designing teaching aids for a live presentation often abbreviate the content because they are able to interact with learners, assess their level of understanding, and expand or otherwise clarify teaching aids as necessary
 - b. Some teaching aids for in-person delivery are designed for projection, such as PowerPoint slides; they may not be formatted for electronic delivery (including color, size of text, and graphics)
 - c. Voice-over narration often does not have enough force, may be monotone, and/or may not be paced at a rate to maintain learner interest in an electronic environment
- 3. Using a course designed for electronic delivery for an in-person course – certain aspects of courses designed for synchronous or asynchronous electronic delivery are less effective in an in-person setting for many of the following reasons:
 - a. Content often has built-in redundancy for electronic delivery because faculty is generally unable to observe learners to determine their ongoing level of understanding
 - b. Teaching aids are often designed for electronic viewing rather than for projection in an in-person situation
 - c. Evaluation of learning is often designed for learner self-assessment rather than for faculty-based evaluation

- d. Activities are sometimes designed for individuals rather than for large and/or small group work
 - e. Learners have certain expectations of in-person delivery and may lose interest if those expectations are not met
 - ii. Redesigning a course for alternative delivery mechanisms – often involves electronically delivering a course designed for in-person delivery; or using a different type of electronic delivery, such as delivering a synchronous broadcast course as an asynchronous DVD; a few steps for redesign include:
 - 1. Revisit the learners' educational need to ensure other types of delivery will effectively address it
 - 2. Revisit and possibly revise the course goal to be sure it can be achieved with the new delivery mechanism
 - 3. Revise learning objectives if necessary
 - 4. Revise and reformat content if necessary
 - 5. Revise teaching methodologies if necessary
 - 6. Redesign participant activities if necessary
 - 7. Implement appropriate strategies for faculty or for learners to evaluate learning
 - 8. Incorporate breaks in content to keep learners engaged
 - 9. Incorporate strategies for learners to review content, find resources, or otherwise clarify information
 - 10. Find means to ensure learners' ability to see, hear, and access the content
- E. Managing Delivery Mechanisms (*what is involved to implement delivery once a mechanism is chosen*) [6]
 - a. Importance of variety – learners will benefit from blended learning opportunities and varied delivery of educational content; judicial branch education personnel need to:
 - i. Develop a variety of delivery mechanisms; long-range plans should include strategies and funding to expand delivery options
 - ii. Include information technology personnel when discussing and determining effective delivery mechanisms; technology continues to change and new delivery options continue to offer improvements in electronic learning experiences
 - iii. Design courses that may be tailored easily for multiple types of delivery while maintaining the quality of the experience for learners
 - iv. Evaluate delivery mechanisms as part of the evaluation processes; have faculty evaluate delivery, the success of course design, and their ability to evaluate learning; have participants

- comment on the appropriateness, value, and usefulness of the delivery mechanism; use responses for future delivery decisions
- b. In-person delivery – this delivery mechanism centralizes people and activity; judicial branch education personnel focus on one location for learners to access content, may directly monitor the effectiveness of delivery methods, can spontaneously address any problems, etc.; in addition to course design, some aspects of managing in-person delivery include:
- i. Delivery decisions – seminar, workshop, conference plenary, or breakout session
 - ii. Faculty selection and support – in-person delivery is generally familiar to potential faculty; faculty development courses generally prepare faculty for in-person delivery, including steps for instructional design, from assessing needs to evaluating both learning and course design; judicial branch educators and faculty need to exercise caution regarding copyright issues when using materials developed by others
 - iii. Logistics [see [Logistics: The Details of Content Delivery](#) for additional information]
 1. Site selection and contracting – in-person delivery involves finding a suitable a location for learners to gather; often the site is a local court or space available by reservation; if the site is a commercial space, such as a hotel or convention center, a contract may be necessary and an open bidding process may be required
 2. Program and course announcement – may be electronic and/or hard copy and needs to include: course description, goal(s), and possibly learning objectives; target audience; location; date(s); registration process
 3. Registration
 - a. Pre-event registration – in-person delivery generally has constraints on participation based on space, so pre-event registration is advisable
 - b. On-site registration – participation for in-person delivery often changes based on individual circumstances of learners, so on-site registration is advisable
 4. Room assignment for courses – rooms may be assigned based on the number of learners; if participation needs to be limited due to room size or faculty request, registration should be monitored and a waiting list developed for changes in registration, room assignment, or site

5. Equipment and other audiovisual aids for faculty – plans for equipment and teaching aids need to be based on discussions with faculty; equipment may be provided by the judicial branch education department or by the site at no charge or it may be rented from the site or a vendor
 6. Participant materials production and dissemination – generally in-person delivery includes participant materials available at the site during the course; based on many variables, materials may need to be disseminated either before or after a course; materials may be provided by hard copy or electronically (on DVDs or CDs, or through email or the Internet)
 7. Meals and breaks – in-person delivery may involve food service arranged through the site or a vendor
- c. Electronic delivery – this delivery mechanism, both synchronous and asynchronous, decentralizes people and activity; judicial branch education personnel need to consider multiple locations for learners to access content; faculty and educators may not be able to fully monitor what is happening with learners; educators may not be able to immediately remedy technical problems and/or need to depend on technology personnel or local technology experts to do so; educators need to carefully consider issues of access, visibility, sound, and technical support; educators also need to consider back-up systems if delivery fails; in addition to course design, some aspects of managing electronic delivery include:
- i. Delivery decisions
 1. Type of electronic delivery – audio only, audio and video, synchronous or asynchronous, individual access or group access
 2. Collaboration possibilities – other governmental or academic organizations may have electronic delivery capabilities and learning centers that can be used or shared for delivery purposes and/or for learner access; other judicial branch education departments or providers may have electronic delivery course designs that can be adapted and used to save both time and money
 - ii. Logistics [see the NASJE entry-level curriculum design [Logistics: The Details of Content Delivery](#) for more details]
 1. Program and course announcement – may be electronic or hard copy; in addition to standard information, it should include the type of electronic delivery, information on access, and a brief explanation of why

- electronic delivery will meet learners' needs, increase access to the content, and be convenient
2. Technology – depending on the type of electronic delivery, access to the appropriate technology may involve sharing, renting, or purchasing; online courses may require use of learning management systems; offline delivery may require producing CDs or DVDs; video conferences may require access to broadband lines, cameras, and receiving equipment; broadcasts may require transmission equipment, cameras, and air time; audio conferences may require technology to link multiple phone lines; other types of electronic delivery may require other technologies
 3. Registration
 - a. Synchronous delivery
 - i. Pre-event registration – if registration is unlimited, this may be a straightforward process; if participation is limited, registration needs to be managed and learners need to be notified if they are eligible and able to participate
 - ii. For access to the course – if faculty and/or judicial branch education personnel have no need to know who is participating, this type of registration may be unnecessary; if they need to know who is participating, this type of registration is relevant
 - b. Asynchronous delivery – tracking participation through learner registration may not be necessary or it may be anecdotal, and it may be difficult
 4. Local sites – if learners access the course individually, local site issues are the learner's responsibility; if learners access the course in groups, local sites may need to be established and managed; if learners are grouped at several sites, local facilitators may need to serve as extensions of and assistants to faculty
 5. Participant materials – materials may be distributed in hard copy or electronically; in either situation, materials need to be available to learners in a timely manner
 6. Technical support – specialized personnel may need to monitor several aspects of electronic delivery
 - a. Purging – electronic courses may need to be revised, replaced with new content, or removed if no longer relevant

- b. Upgrades – advances in technology need to be tracked and integrated into delivery options
 - c. Back-up delivery options – technology may fail in either transmission or reception; if the issue cannot be resolved quickly, contingency plans should be in place to ensure continuity
 - iii. Faculty selection and support – some forms of electronic delivery may be unfamiliar to potential faculty; some faculty development courses address electronic delivery, but faculty may need additional information or tutoring for specific types of electronic delivery
 - 1. Instructional design considerations – faculty needs to understand how delivery impacts instructional design
 - 2. Effective use of various delivery options
 - a. Participatory learning – faculty needs to actively engage learners with the content whether delivery is synchronous or asynchronous
 - b. Interaction – if possible, faculty needs to plan interaction with learners or among learners whether delivery is synchronous or asynchronous
 - c. Evaluation of learning – faculty needs to plan evaluation of learning either by direct interaction with learners, through learner self-evaluation, or strategies for groups of learners to evaluate their collective or individual learning
 - 3. Copyright issues – copyright issues are of significant concern with electronic delivery; materials accessible through electronic delivery are often open to public scrutiny; faculty should exercise caution when using materials developed by others
 - iv. Orientation and support for learners
 - 1. “Sample” course for learners new to a delivery mechanism – learners need a degree of comfort with the electronic delivery mechanism in order to focus on the content rather than on the technology; a sample course may be posted for asynchronous access or may be offered for synchronous access before the actual course
 - 2. Technical support line or help desk – learners may need assistance with reception, access, or troubleshooting for certain problems; designated personnel need to be available to assist learners
 - d. Blended delivery – managing blended delivery incorporates aspects of managing both in-person and electronic delivery, depending on the specific types chosen; additional considerations may include:

- i. Choosing the delivery mechanisms – because more than one delivery mechanism will be used, choices need to be based on meeting various learner needs and/or stages of educational engagement and progression
- ii. Faculty selection and support – faculty may need additional education and training to effectively engage with different mechanisms; faculty comfort with various mechanisms may influence choices for delivery
- iii. Sequencing and coordination of delivery mechanisms – to ensure a full educational experience for learners, delivery mechanisms need to be managed carefully; if learners miss a portion of the content in blended delivery, their overall experience may be diminished; provide clear instructions on what to access, when to access it, and how to access it
- iv. Back-up delivery options – if one mechanism fails, or if a learner misses content from one form of delivery, ensure availability of additional options to access content

5.1.1.5 Resources for Faculty:

(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)

- 5.1.2.1 [An Overview of Delivery Mechanisms](#), pg. 29
- 5.1.2.2 [Blended Delivery](#), pg. 32
- 5.1.2.3 [Choosing a Delivery Mechanism](#), pg. 34
- 5.1.2.4 [Recommended Instructional Design Model](#), pg. 37

5.1.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[Developing Faculty](#)
[Instructional Design: The Backbone of Effective Education](#)
[Challenges in Instructional Design](#)
[Logistics: The Details of Content Delivery](#)

Other relevant topics or educational areas:

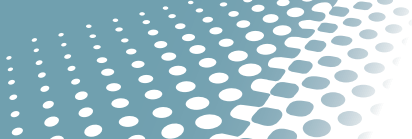
Diversity and Fairness
 Ethics
 Technology

Selecting and Managing Instructional Delivery Mechanisms

5.1.1.7 Learning Objective, Resource, and Activity Chart

This chart shows the relationship between learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.

Learning Objective	Faculty Resource	Participant Activity
1. List the benefits and drawbacks of in-person, electronic, and blended delivery mechanisms.	5.1.2.1 An Overview of Delivery Mechanisms , pg. 29 5.1.2.2 Blended Delivery , pg. 32	5.1.3.1 Identifying Benefits and Drawbacks , pg. 51
2. Select effective delivery mechanisms for courses based on educational need.	5.1.2.3 Choosing a Delivery Mechanism , pg. 34	5.1.3.2 Choosing Delivery to Meet Educational Need , pg. 53
3. Identify learning objectives most effective for in-person or electronic delivery or effective for both.	5.1.2.4 Recommended Instructional Design Model , pg. 37	5.1.3.3 Identifying Learning Objectives for Delivery Mechanisms , pg. 55
4. Discuss the applicability and effectiveness of various teaching methodologies with various delivery mechanisms.	5.1.2.4 Recommended Instructional Design Model , pg. 37	5.1.3.4 Selecting Teaching Methodologies for Delivery Mechanisms , pg. 60
5. Identify a topic for a local audience that could benefit learners by blended delivery.	5.1.2.2 Blended Delivery , pg. 32	5.1.3.5 Using Blended Delivery , pg. 62
6. Identify the benefits and drawbacks of implementing new electronic delivery mechanisms from the perspectives of faculty, learners, and judicial branch educators.	5.1.2.1 An Overview of Delivery Mechanisms , pg. 29	5.1.3.6 Implementing New Electronic Delivery Mechanisms , pg. 64



NASJE

CURRICULUM DESIGN

 FACULTY RESOURCES



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Selecting and Managing Instructional Delivery Mechanisms

Explanation of Faculty Resource

5.1.2.1 An Overview of Delivery Mechanisms

Purpose of resource/document

This resource provides judicial branch educators with a brief overview of a variety of options for delivery mechanisms. The benefits and drawbacks highlighted are not exhaustive but are intended to get learners to think about the differences in delivery mechanisms.

Use of resource/document

This resource would be useful when discussing each type of delivery mechanism or at the conclusion of those discussions [see B, [Delivery Mechanism Options](#), pg. 8 in the curriculum design].

NOTE: A version of this faculty resource appears in the entry-level curriculum design on faculty development, [Developing Faculty](#).

NOTE: In order for the content in this resource to remain up-to-date, faculty needs to include discussion and/or demonstration of any new software applications or learning management systems. This resource does not reference specific applications because electronic delivery is constantly evolving.

Related documents or materials

Faculty resource

5.1.2.2 [Blended Delivery](#), pg. 32

Participant activity

5.1.3.1 [Identifying Benefits and Drawbacks](#), pg. 51

5.1.3.6 [Implementing New Electronic Delivery Mechanisms](#), pg. 64

Selecting and Managing Instructional Delivery Mechanisms

An Overview of Delivery Mechanisms

This document provides an overview of various delivery mechanisms, and their benefits and drawbacks.

In-person Delivery

- Definition: faculty and participants are face to face for a course
- Benefits: live interaction; faculty is able to assess success and measure participant achievement of learning objectives
- Drawbacks: may incur expense of time and money to attend

A. Plenary Sessions

- Definition: a course at a conference to which all participants are invited and are expected to attend; often, due to the large number of participants, lecture is often the teaching methodology
- Benefits: enables all participants to share an experience with a special faculty member(s) on a topic of interest to all
- Drawbacks: large size of group may diminish interaction with each other and with faculty; faculty may have difficulty measuring participant achievement of learning objectives

B. Seminars or Breakout Sessions

- Definition: generally a course involving 25 to 40 people; a seminar is free-standing while a breakout session occurs at a conference; the topic of a seminar or breakout is generally focused on issues of interest to a smaller group of participants than a plenary; teaching methodologies may vary
- Benefits: the small to mid-sized number of people enhances faculty's ability to measure participant achievement of learning objectives; participants are generally able to ask questions of faculty and interact more directly with other participants
- Drawbacks: attendance may take time and money and involve travel; participation is limited; often only a few individuals from a specific location, court, or department may attend, making implementation of new knowledge and skills (e.g., introducing change) potentially difficult

C. Workshops

- Definition: generally a course that involves 15 to 20 people and engages faculty in teaching specific skills to participants, such as computer skills or interviewing skills
- Benefits: the small number of participants enables faculty to provide one-on-one instruction and coaching; while only a few individuals from a given location may attend, participants are often sent to a workshop in order to return to work and teach others their new skills
- Drawbacks: attendance may take time and money and involve travel; participation is limited

Selecting and Managing Instructional Delivery Mechanisms

An Overview of Delivery Mechanisms (continued)

Electronic Delivery (synchronous and/or asynchronous)

- Definition: faculty and participants are separated by geography and/or time, but are connected through technology
- Benefits: participation may be greater than in traditional delivery
- Drawbacks: technology may not be available to all potential participants

A. Broadcasts

- Definition: faculty and participants may be connected by sight and sound in a synchronous format; participants can see and hear faculty, but faculty may not be able to see or hear participants
- Benefits: participation is unlimited; once equipment is in place, the per participant cost of transmission is negligible; broadcast may be recorded for viewing in an asynchronous format by others at a later time
- Drawbacks: initial cost of equipment; some potential participants may lack access to the necessary equipment; faculty needs local facilitators at each site to ensure technology is working and to monitor participants' achievement of learning objectives

B. Videoconferences

- Definition: faculty and participants are connected by sight and sound in a synchronous format; participants and faculty may see and hear each other
- Benefits: participants at various locations are connected to each other and to faculty; faculty can measure participant achievement of learning objectives; cost is manageable
- Drawbacks: technology may limit the number of locations and the number of participants at each location

C. Web Conferencing or Webinar

- Definition: using the Internet, faculty and participants may engage in real time interaction (synchronous format) or faculty may prepare a course and participants may access it at a later time on-demand (asynchronous format)
- Benefits: unlimited number of participants; the Internet is generally available to all potential participants
- Drawbacks: interaction is limited; learning objectives may need to be limited to what is possible in an electronic environment

D. Podcast, etc.

- Definition: portable electronic devices connect faculty and participants either in a synchronous or asynchronous format
- Benefits: personal devices are easily accessible to potential participants; participation may be unlimited
- Drawbacks: interaction may be difficult; measuring achievement of learning objectives may not be possible

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Faculty Resource

5.1.2.2 Blended Delivery

Purpose of resource/document

This resource offers judicial branch educators a visual representation of how blended learning, in this example combining in-person and electronic delivery of content, can create a rich learning experience. The graphic also shows a circular pattern to indicate that these learning opportunities are not linear but may be combined in a variety of ways.

Use of resource/document

This resource would be beneficial when discussing blended delivery [see B, c, [Blended delivery](#), pg. 10 in the curriculum design].

NOTE: This resource appears in the experienced-level curriculum design on instructional design, [Challenges in Instructional Design](#).

Related documents or materials

Faculty resource

5.1.2.1 [An Overview of Delivery Mechanisms](#), pg. 29

Participant activity

5.1.3.1 [Identifying Benefits and Drawbacks](#), pg. 51

5.1.3.5 [Using Blended Delivery](#), pg. 62

Selecting and Managing Instructional Delivery Mechanisms

Blended Delivery Using In-Person and Electronic Delivery (based on Cognitive Design Solutions)

	Faculty and Learners Engaged at Same Time	Faculty and Learners Engaged at Different Times
Faculty and Learners in the Same Place	<i>In-Person Delivery</i> Face-to-Face Sessions (e.g., Seminars or Workshops) Field Trips One-to-One Instruction	<i>Individual Work</i> Observations Independent Study (e.g., Directed Reading, Research)
Faculty and Learners in Different Places	<i>Synchronous Electronic Delivery</i> Webcast Virtual Classroom Chat Room Messaging Online Activities	<i>Asynchronous Electronic Delivery</i> Web-Based Course Bulletin Boards Threaded Discussion Recordings Job Aids

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Faculty Resource

5.1.2.3 Choosing a Delivery Mechanism

Purpose of resource/document

This resource presents judicial branch educators with some considerations for selecting a delivery mechanism. It does not include all considerations but is intended to get learners to think about the wide range of variables that may affect their choices.

Use of resource/document

This resource would be useful when discussing factors to consider when choosing a delivery mechanism [see C, [Choosing a Delivery Mechanism](#), pg. 11 in the curriculum design].

NOTE: Faculty needs to point out to learners that this resource is generalized and focuses on in-person delivery compared to electronic delivery. In making a decision about delivery, judicial branch educators would need to consider the options within each of these broad categories.

NOTE: Faculty needs to stress that not all considerations and variables are equal in importance. A single consideration or a single variable may have a significant influence or impact on choosing a delivery mechanism.

Related documents or materials

Participant activity

5.1.3.2 [Choosing Delivery to Meet Educational Need](#), pg. 53

Selecting and Managing Instructional Delivery Mechanisms

Choosing a Delivery Mechanism

	Considerations	Variables	In-Person Factors	Electronic Factors
Learners	Educational need	Learners need to know content and apply it intellectually	Addresses both	Addresses intellectual application
		Learners need to apply content behaviorally (perform)		May not address behavioral application
	Level of connectivity and interaction needed to grasp content	Learners need high level interaction in small and large groups	Provides direct contact throughout course	Can use chat rooms, conference calls, etc.
		Learners need limited interaction in small groups or no interaction	Provides options for interaction levels	Amount of interaction inherently limited
	Amount of time needed to grasp content and prepare to change	Learners need considerable amount of time	Time may be extended for full day or multiple days	May need series of courses or segmented course
		Learners need only a limited amount of time	Travel time and money may not be justifiable unless part of a conference	Course may be short
	Environment needed to practice using new content	Learners need considerable individual practice with feedback	May allow adequate time	May limit time
		Only limited practice is needed		May be an option
	Level of personal contact with faculty needed to grasp content and implement change	Learners need considerable amount of contact with faculty	Participation may need to be limited	May use conference calls or face time
		Learners need limited or no personal contact with faculty	Participation may involve a larger number	Personal contact with faculty is limited
	Learners' need to revisit or re-experience the content	Learners have limited need to refresh or remind themselves	Written materials may suffice	Course may be re-offered and/or revisited if recorded
		Learners need more than written materials to refresh or remind themselves	May not address ongoing need	

	Considerations	Variables	In-Person Factors	Electronic Factors
Logistics, Time, and Money	Number of learners	Small number of learners	Cost will be limited	Time to develop may not be justified
		Large number of learners	Cost may be prohibitive	Time to develop may be justified
	Location of learners	Learners are concentrated	Gathering learners may easily be done	May not be practical
		Learners are scattered	Cost may not be justified	May be most efficient
	Amount of money available	Funding available at local levels	May be no problem	Most of cost will be at JBE level
		Funding limited at local levels	May be a problem	
	Immediacy of need to deliver content	No time limitations	May be an option	May be delivered to all learners simultaneously
		Content needs to be delivered immediately or very soon	May be difficult to implement	
Faculty	Number of faculty available	Many potential faculty are available	Many courses possible	May be an option
		One or very few faculty available	Number of courses may be limited	May be the practical option
	Faculty needs	Learning objectives require direct observation	May be most effective option	May present difficulties
		Learning objectives do not require direct observation	May be one option	May be the practical option
	Faculty time	Unlimited time for faculty	May be an option	May be an option
		Limited time for faculty	May present difficulties	May be the practical option
Content	Nature of the content	Content is straightforward	May be effective	May be effective
		Content is controversial, sensitive, value-laden, or novel		May present difficulties
	Longevity of content	Long lived	Depending on situation, may be appropriate	Depending on situation, may be appropriate
		May change frequently		

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Faculty Resource

5.1.2.4 Recommended Instructional Design Model

Purpose of resource/document

This resource provides judicial branch educators with an overview of the recommended instructional design model and how delivery mechanisms may affect the results of several steps. The steps in the model remain the same regardless of the delivery mechanism, but they involve different considerations and result in different products or outcomes.

Use of resource/document

This resource would be beneficial when discussing how delivery mechanisms affect the products or outcomes of several steps in the instructional design process [see D, [Impact of Delivery Mechanism on Instructional Design](#), pg. 15 in the curriculum design].

NOTE: Faculty may want to emphasize that ideally the delivery mechanism is determined before engaging in many of the steps of instructional design. If instructional design has progressed and the delivery mechanism is changed, several steps may need to be revised.

NOTE: This faculty resource appears in the entry-level curriculum design on instructional design, [Instructional Design: The Backbone of Effective Education](#), which provides greater detail on using the model.

NOTE: The interrelationship between instructional design and delivery mechanisms is also addressed in the experienced-level curriculum design on instructional design [see [Challenges in Instructional Design](#), H, [Challenges Based on Electronic Delivery Mechanisms](#), pg. 29 in that design].

Related documents or materials

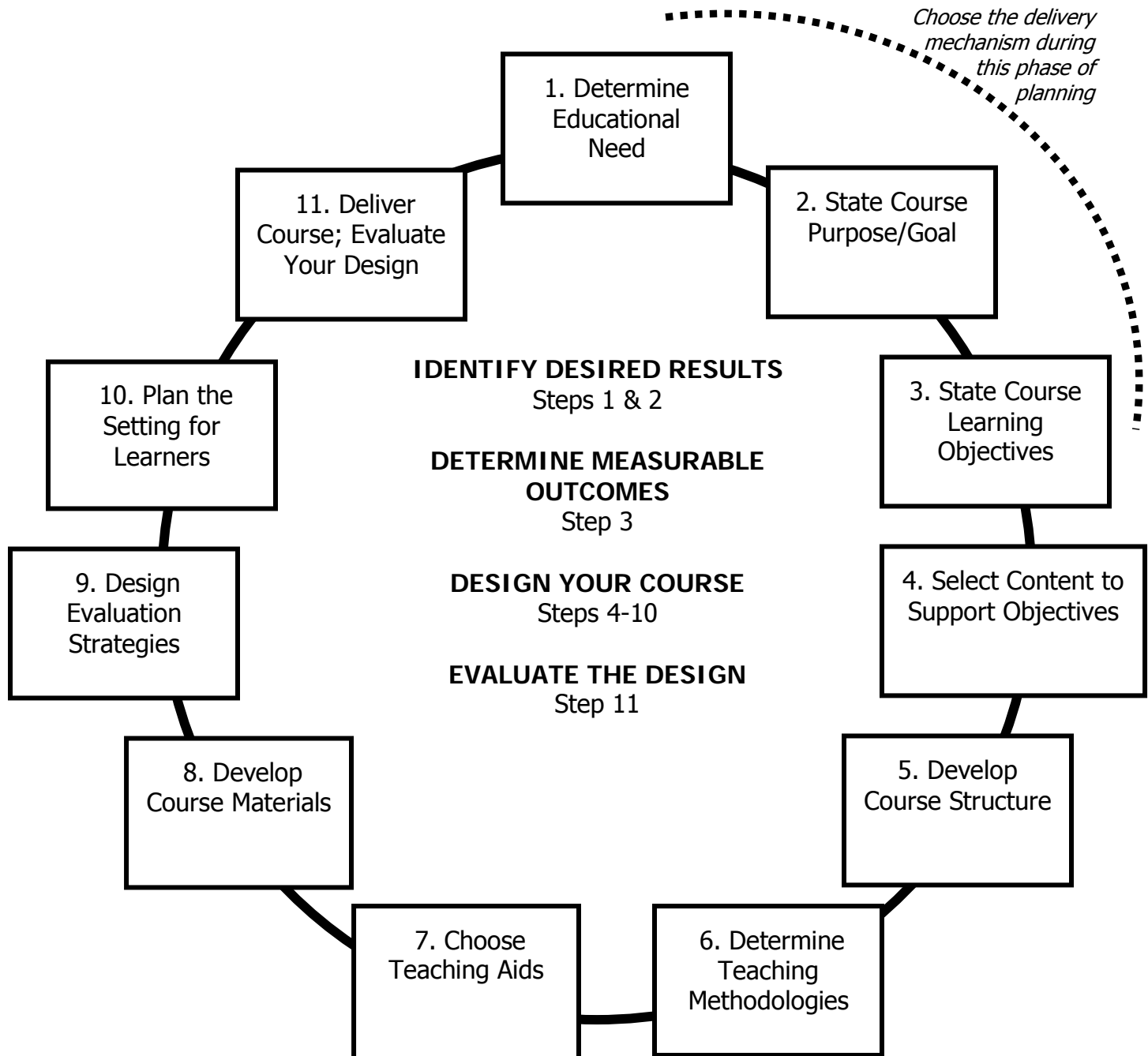
Participant activity

5.1.3.4 [Selecting Teaching Methodologies for Delivery Mechanisms](#), pg. 60

Selecting and Managing Instructional Delivery Mechanisms

Recommended Instructional Design Model

This is the recommended instructional design model/cycle for creating a course. Although depicted as a cyclic model, judicial branch educators and faculty may need to revisit and revise previous steps during the process depending on their particular situation.



Selecting and Managing Instructional Delivery Mechanisms

Using the Recommended Instructional Design Model

As You Begin

Keep in mind your particular audience, the time frame for the course (if it is established), the delivery mechanism options (in-person or electronic delivery), and any available sources of information, such as relevant curriculum designs, job descriptions, or other materials that may inform your planning process.

Although the model is depicted as a cycle and steps are addressed in sequential order, certain steps in the process may need to be reviewed and revised due to a number of variables encountered during the process, such as a change in the delivery mechanism for a course. If something changes and you revise a previously completed step, be sure to review other steps for needed changes.

Ideally the delivery mechanism is chosen before faculty begins their work. Before choosing a delivery mechanism, planning committees and judicial branch educators may make initial decisions about instructional design steps one, two, and three: the educational need, course goal, and learning objectives (or these may come from a curriculum). These foundational components will affect the choice of delivery mechanism and will guide faculty in the instructional design process and help shape the course. These initial decisions may be unchangeable or may be subject to discussion with and input from faculty.

The most important consideration for choosing a delivery mechanism is which most effectively supports and facilitates the learning that needs to take place. Factors for determining the delivery mechanism include:

- Which type of delivery will address the needed level of education? Do learners need to gain only information, or do they need to enhance their performance, or are they expected to change their attitudes?
- Which will provide the amount of faculty interaction learners need? Do learners need high-level or live interaction with faculty, is limited live or asynchronous interaction sufficient, or can effective learning take place with no interaction between learners and faculty?
- How much time is needed for learners to fully grasp the content? Do they need only a short amount of time or do they need lengthy engagement?

Numerous factors may cause the delivery mechanism to change during or after instructional design is complete (such as creating a course for in-person delivery but finding that it is to be delivered electronically). If the chosen delivery mechanism changes, instructional design steps need to be revisited and results of those steps may need to be revised. Most specifically, the course goal and learning objectives may need to be revised to complement the new delivery mechanism.

Another consideration is blended delivery, using in-person delivery for some components of a course and electronic delivery for others. The choice of the most effective delivery mechanism for a course component should be based on the specific learning objective(s) and what can be accomplished through the delivery mechanism. Components of the course will need to be designed differently in order to maximize learning through the specific delivery mechanism. Examples are provided throughout the following explanations of instructional design steps.

Creating Your Course

IDENTIFY DESIRED RESULTS (Instructional Design Steps 1 & 2)

The basic questions are: Who is the audience? What is the educational need?
What is the desired result of this course?

- 1. Determine Educational Need:** Before deciding how to develop a course, consider the specific audience and state the educational need with regard to the content area. An educational need is the basis and justification for an educational effort, the gap between desired performance and actual or expected performance, and the basis for planning a course.

You may determine educational need through: a needs assessment, which may include use of surveys or questionnaires; review of documents such as job descriptions, professional competencies, or other data; or review of curriculum designs that generally include a statement of educational need.

Examples:

- i. For juvenile court judges, you may want to conduct a formal survey of sitting judges, using written questionnaires, asking them to rate or rank certain topical areas for inclusion in a course or series of courses. Your educational need might be: "New juvenile court judges should have a working knowledge of the following areas..."
- ii. For a new process or procedure, you may convene a focus group of learners and facilitate a discussion regarding the impact of the new process on existing work. Your educational need might be: "Employees in the clerk's office need to become familiar with the specific changes in work processes that will result from implementation of the new case classification system."

- iii. For a faculty development course, you may want to review the NASJE curriculum design, "Developing Faculty," which will provide you with learning objectives, content, resources, and participant activities. Your educational need might be: "Faculty in judicial branch education are generally judges and court personnel who need to be familiar with adult education."
- iv. For new court clerks, you may want to review job descriptions to determine the knowledge, skills, and abilities that are expected. Your educational need might be stated as: "New court clerks are expected to perform a variety of tasks and need to be familiar with certain court processes."

2. **State Course Goal:** Based on the educational need, state what you hope to accomplish with the course. A course goal is the overall purpose or aim of a course and is generally stated in terms of what planners and/or faculty hope to accomplish; a goal need not be stated in measurable terms.

Remember that a statement of purpose or goal does not have to be measurable but is instead intended to be a broad, hoped-for result of the course.

Using the educational needs stated above, the following are examples of corresponding course goals:

- i. This course will provide new juvenile court judges with information regarding the most common types of adjudications and skills involved in courtroom management.
- ii. This course is intended to address how the new case classification system will affect current practices in the clerk's office.
- iii. The purpose of this course is to prepare judges and court personnel to serve as faculty for professional adult learners.
- iv. Participants in this course will become familiar with the various tasks and processes/procedures that are expected of court clerks.

DETERMINE ACCEPTABLE EVIDENCE (Instructional Design Step 3)

The basic question is what can participants say or do to demonstrate the course goal(s) is/are met? How will I know if learning has occurred?

3. **State Course Learning Objectives:** Based on the educational need and the course goal, state several learning objectives. Learning objectives are statements of what participants will be able to say or do to demonstrate learning during a course; they are created prior to a course and direct the selection of content; statements use action verbs that reference behaviors faculty can observe; they are written to determine whether course goals are being met; they may be classified as cognitive (to show or state what is known), psychomotor (to be demonstrated physically), or affective (to indicate feelings or attitudes). [see Blooms Taxonomy for action verb suggestions.]

A. Consider the delivery mechanism for your course. If the delivery mechanism is predetermined, consider the impact it may have on learning objectives and participants' ability to demonstrate learning. If not predetermined, learning objectives may guide the choice of delivery.

IN-PERSON DELIVERY: Learning objectives are often stated in terms of in-person delivery so they can all be achieved or demonstrated by participants in a face-to-face course. Some, however, may need to be tailored slightly if the participant group is large, as in a conference plenary session.

Examples: Using the educational needs and course goals stated in steps 1 and 2, learning objectives might include the following:

As a result of this education, participants will be able to:

- i. For new juvenile court judges
 - Explain the most common procedures in juvenile court;
 - List some basic strategies to maintain order in the courtroom;
 - Describe the parameters for juvenile detention.
- ii. For court clerk's office personnel
 - Describe changes in processes and procedures due to the new case classification system;
 - Demonstrate entering data using the new case classification system.
- iii. For new faculty
 - List adult education principles;
 - Discuss various learning styles;
 - Plan course delivery using the Kolb Learning Cycle;

- Demonstrate effective teaching methodologies.
- iv. For new court clerks
- Identify the roles and responsibilities of a court clerk;
 - Demonstrate use of the technology system;
 - List the steps for filing various case types.

ELECTRONIC DELIVERY: Ensure the learning objectives complement the electronic delivery mechanism for your course; you may need to tailor learning objectives to ensure they are achievable for the specific delivery mechanism.

Referencing the learning objectives stated above:

- i. If the course uses synchronous electronic delivery, such as a live broadcast, you may need to tailor learning objectives so participants can demonstrate learning within their small groups at their various locations. If the course is live online, you may need to tailor learning objectives so learners, whether alone or in a group, can achieve them through electronic means.

Example: Rather than using "explain" or "describe," use action verbs such as "list." Some seemingly unusual verbs for online delivery, such as "demonstrate," may be applicable if the course is about using technology, and the demonstration could be achieved electronically, such as through an online quiz.

- ii. If the course uses asynchronous electronic delivery, such as a static online course, you may need to tailor learning objectives so participants can measure their own learning.

Example: Rather than using "demonstrate," "explain," "describe," or "list" in learning objectives, you may need to use "select" or "choose," from a list in the online course.

B. Consider the time allotment for your course. In a perfect educational world, the time for a course would be determined by the learning objectives and related content. If this is the case, you may design your course without concern for fitting it into a predetermined time slot. A time constraint is usually predetermined for a course, and your course design must fit within it.

Remember that learning objectives will be the basis for faculty to evaluate participant learning so adequate time is necessary for participants to both learn the new content and then do and/or say what the learning objectives state.

For some types of courses, faculty may not have to be concerned with time because many asynchronous electronic courses can be completed at the learner's own pace

DESIGN/DEVELOP YOUR COURSE (Instructional Design Steps 4-10)

The basic questions include: What knowledge, skills, and/or abilities will learners need in order to perform activities and achieve the desired learning objectives? What content is essential to address the need I am trying to resolve? What is the logical order for the selected content? At what points will I present content and at what points will participants engage in activities to demonstrate learning?

4. **Select Content to Support Learning Objectives:** Based on the learning objectives, select relevant content that will prepare and enable participants to achieve what is stated.
5. **Develop Course Structure:** Use a course development model that addresses a variety of participant learning styles (for example, the Kolb Learning Styles Model); create an outline of content in the order that it will be addressed; assign time segments to each part of the outline.
 - A. **Consider the content you have selected, based on the learning objectives.** Arrange the content in a logical order, e.g., from simple concepts to complex ones, or in chronological order for processes and procedures, or from a micro to a macro perspective, generally starting from what learners already know about the topic and advancing toward what they may not know.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Faculty may choose to arrange content in a variety of formats, or a combination of formats, then assign blocks of time to each content or topic area. When delivering the content, based on learners' needs, faculty may revisit or repeat previous content, rearrange the content to meet the needs of the specific learners, or change the amount of time given to each topic area.

ASYNCHRONOUS ELECTRONIC DELIVERY: Because faculty is not present to explain content, provide references to related content or repeat information. The arrangement of content is very important and should be done in an educationally sound manner; participants must be able to navigate the content easily, return to previous content, and find references on their own.

- B. Consider the activities that will be used to measure participant learning based on your stated learning objectives.** Participant activities for each learning objective will need to be incorporated in the course structure. Generally, after presentation of a segment of content, participants will need to engage in an activity to demonstrate their learning.

IN-PERSON DELIVERY: Faculty needs to plan additional time for each activity that will be created later in the instructional design process.

ELECTRONIC DELIVERY: Faculty needs to consider activities as an integral part of content and provide easy access for learners to find correct responses. Faculty may build into the course acknowledgement and reinforcement for correct responses and tips or cues if learners provide incorrect responses.

6. Determine Teaching Methodologies: Consider the learning objectives you have selected, the content, and the time allotted for the course. Given those factors, choose teaching methodologies that will be effective.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Faculty needs to engage participants actively for at least 50 percent of the course time; this can be accomplished by interspersing activities and by varying teaching methodologies.

A few teaching methodology options include

- Active Lecture – faculty delivers content to participants, then engages them with questions and discussion opportunities
- Demonstration – faculty actively shows participants the content and/or how to use or apply the content; this includes strategies such as faculty acting, using a computer, or engaging in role play.
- Panel or Debate – faculty invites others to participate in delivering content in order to provide a variety of perspectives
- Discussion – faculty gives participants a question or situation and engages them in talking about answers to the question or giving perspectives on the situation

When choosing teaching methodologies, consider the verbs used in the learning objectives. If verbs are “list,” “state,” “choose,” they reference cognitive recall, so active lecture may be effective. If verbs are “demonstrate,” “apply,” or “use,” they reference psychomotor skills so faculty should demonstrate to participants what is expected.

ASYNCHRONOUS ELECTRONIC DELIVERY: Faculty may use a variety of teaching methodologies, but may be limited by the technology being used. With online courses, content is often text-based. Some additional possibilities to consider are taped demonstrations, panel or debate segments, audio segments, simulations and games, and online posting of questions from learner to learner

7. **Choose Teaching Aids:** Consider the content, the number of anticipated participants, and the setting for your course. Determine which teaching aids will add value to the course.

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Teaching aids are intended to assist in delivering content and assist participants in learning. You may use teaching aids that are specific to your content, for example an item that participants will use on the job or a mock setting in which participants may work. A few common teaching aids are listed below:

- Easel and paper – to record participants' ideas and to keep those ideas visible during the course; for electronic learners, faculty may record ideas and post them on the screen using technology
- Posters – to graphically show certain content and keep it in view of in-person learners during the course; for electronic learners, faculty may use technology to keep certain images visible
- PowerPoint® – to show key points of content in visual form
- DVD or other visual recording – to show real-world activity or to highlight a key point in the content
- Audio recording – to engage learners in listening to important content, speakers, circumstances, or emotional tone

ASYNCHRONOUS ELECTRONIC DELIVERY: Faculty may use a variety of teaching aids, such as PowerPoint®, audio or video recordings, graphs and charts, and photographs.

8. **Develop Course Materials:**

IN-PERSON DELIVERY and SYNCHRONOUS ELECTRONIC DELIVERY: Course materials or handouts supplement faculty presentation and are intended to (a) assist faculty in presenting content,

(b) assist learners by providing a visual record of key points, and (c) provide learners with a lasting record of content for their use in the future. Learners may find only limited usefulness for materials that are too abbreviated or that cannot “stand alone.” Learners may not have incentive to use materials that are too complex or too voluminous.

ASYNCHRONOUS ELECTRONIC DELIVERY: For asynchronous online courses, the materials are often the core of content delivery rather than a supplement to faculty presentation. Learners are often dependent on text, PowerPoint®, or other images to comprehend the content. Materials may be printable or not. Materials for these types of delivery need to be easy to read onscreen, retrievable if the learner needs to go back or review the content, and logically and easily navigable.

9. **Design Evaluation Strategies:** Based on the learning objectives, design activities to measure participant learning for each. As stated earlier, these activities generally need to occur in close proximity to the relevant content.

IN-PERSON DELIVERY and some SYNCHRONOUS ELECTRONIC DELIVERY: If learning objectives use verbs such as “list,” faculty may have participants brainstorm the appropriate terms (in-person learners may call out the terms; electronic learners may use technology to submit their ideas); for “choose,” faculty may have participants refer to a list in the materials or a PowerPoint® slide, and select the appropriate terms. If verbs are “demonstrate,” “apply,” or “use,” they reference psychomotor skills, so participants will need to have instructions, time, and space for the activity (these types of evaluation strategies are difficult for electronic learners so special accommodations may be necessary). If verbs are “resolve” or “determine,” the activity may need to be a hypothetical situation. If the verb is “interact,” a role-play activity may be effective (for electronic learners, this could involve viewing a role-play and providing a critique).

ASYNCHRONOUS ELECTRONIC DELIVERY: If learning objectives use verbs such as “match” or “select,” faculty may create a list from which learners select appropriate terms; if the verb is “choose,” faculty may provide a list from which learners select appropriate terms, or faculty may design a hypothetical situation with limited choices for answers.

10. **Plan the setting for learners:** Consider the content and how learners will access it (in groups or individually, in-person or electronically, etc.), then plan the setting for learners participating in the course.

IN-PERSON DELIVERY and some ELECTRONIC DELIVERY: If learners will gather in groups to participate in the course, several factors are important to their learning experience. For in-person delivery, consider the following: teaching aids and where to place them for maximum effectiveness; access for persons with disabilities and how to accommodate their needs; lighting and sound issues and how to ensure all participants can see and hear. For both in-person and some electronic delivery (when learners will participate in groups), consider the content, the anticipated number of participants, learning objectives, and participant activities, and then determine which seating arrangement will be most effective for these circumstances.

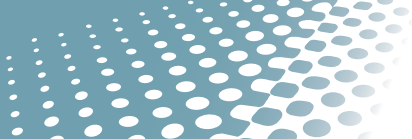
A few commonly used seating arrangements include:

- Theater – chairs in rows without tables
- Classroom or Modified Classroom – tables in rows
- Rounds – round tables, forming small groups
- U-Style – seating on the outside of tables arranged in a U shape
- Union – seating around square or rectangular tables, forming small groups

ELECTRONIC DELIVERY: In some electronic delivery situations, synchronous or asynchronous, considerations for the setting may include whether learners will gather in groups or participate individually and what materials or other teaching/learning aids that will be needed for ready access during the course.

11. **Deliver the Course and Evaluate the Course Design:** Evaluating the course design may include several evaluation approaches. These approaches are most effective if used in combination.
 - Participant evaluation – engages participants in providing information on their reactions to a course;
 - Evaluation of learning – conducted by faculty and gathers information as to participants' ability to achieve learning objectives;
 - Peer or planner evaluation – conducted by a trained evaluator and gathers information including whether the course followed the instructional design;
 - Evaluation of transfer of learning – conducted by managers and supervisors and gathers information on changes in performance based on the course; and
 - Impact evaluation – may involve a variety of people and gathers information on changes in the organization or in the public or society as a result of the course.

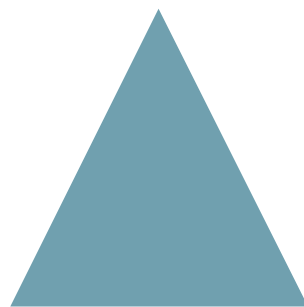
The results of evaluations are to be used in making changes to a course and guiding decisions about other educational efforts in the future.



NASJE

CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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Selecting and Managing Instructional Delivery Mechanisms

Explanation of Participant Activity

5.1.3.1 Identifying Delivery Mechanism Benefits and Drawbacks

Purpose of activity

This activity engages judicial branch educators in considering three broad categories of delivery mechanisms by identifying benefits and drawbacks of each.

Use of activity

This activity might be useful as part of opening a course based on this curriculum design. As faculty discusses each category, he or she may review the benefits and drawbacks identified by learners and either explore them in more detail and/or add to the list any benefits or drawbacks overlooked by learners [see B, [Delivery Mechanism Options](#), subparts a, b, and c, [In-Person delivery](#), [Electronic delivery](#), and [Blended delivery](#) respectively, pgs. 8 – 11 in the curriculum design].

NOTE: Categories for each type of delivery are not intended to be limiting to judicial branch educators, but are meant to encourage careful consideration of all possible aspects of benefits and drawbacks.

This may be an individual or a small group activity.

Relevant Learning Objective

1. List the benefits and drawbacks of in-person, electronic, and blended delivery mechanisms.

Selecting and Managing Instructional Delivery Mechanisms

Identifying Benefits and Drawbacks

Using the categories shown, identify benefits and drawbacks for each type of delivery.

Delivery Mechanism	Benefits	Drawbacks
In-Person Delivery		
○ For learners		
○ For faculty		
○ Regarding content		
○ Other		
Electronic Delivery		
○ For learners		
○ For faculty		
○ Regarding content		
○ Other		
Blended Delivery		
○ For learners		
○ For faculty		
○ Regarding content		
○ Other		

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Participant Activity

5.1.3.2 Choosing Delivery to Meet Educational Need

Purpose of activity

This activity involves judicial branch educators in making decisions about which types of delivery mechanisms are most suitable for meeting the educational needs of learners.

Use of activity

This activity would be effective as part of a discussion about choosing an effective delivery mechanism [see C, [Choosing a Delivery Mechanism](#), b. [Needs of learners](#), pg. 11 in the curriculum design].

Most of the courses listed could be delivered in a variety of ways and judicial branch educators may have a wide range of responses to this activity. Faculty may choose to discuss only those courses learners identify as having a limited range of delivery options. Numbers 2, 3, 4, 7, 10, and 11 may be candidates for discussion.

This may be an individual or small group activity.

Relevant Learning Objective

2. Select effective delivery mechanisms for courses based on educational need.

Selecting and Managing Instructional Delivery Mechanisms

Meeting Educational Needs Through Delivery

Select suitable delivery mechanisms for each course based on the educational need, and in the space provided, indicate an example of the specific type you recommend.

Title and Educational Need	In-Person Delivery	Electronic Delivery
1. Ethics – Judges need to be aware of the changes to the Code of Judicial Conduct.		
2. Courtroom Management – Judges need to effectively react to and manage changes occurring in the courtroom.		
3. Diversity – Court clerks need to be able to interact appropriately with a variety of court users who have different ethnic backgrounds and are in different socioeconomic situations.		
4. Legislative Update – Judges and court administrators need to know and be able to apply the most recent changes in the law.		
5. Diversion Programs – Judges need to know the range of diversion programs available to drug offenders.		
6. Sentencing – Judges need to apply sentencing guidelines in a variety of situations.		
7. Fairness – Judges and court clerks need to recognize their own implicit biases and show fairness to all court users		
8. Technology – Judges and court personnel need to be able to use the new case classification system.		
9. Public Trust and Confidence – Judges and court personnel need to gain public trust and confidence in the court system through their behaviors.		
10. Media – Judges need to interact with representatives of various media in effective ways.		
11. Communication – Judges need to use effective nonverbal behaviors in the courtroom to indicate interest in proceedings.		

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Participant Activity

5.1.3.3 Identifying Learning Objectives for Delivery Mechanisms

Purpose of activity

This activity involves judicial branch educators in considering a series of learning objectives to determine which type(s) of delivery would be effective.

Use of activity

This activity would be effective during a discussion of the impact of the delivery mechanism on course design [see D, [Impact of Delivery Mechanism on Instructional Design](#), subpart b, [Repurposing a course](#), pg. 18 in the curriculum design].

NOTE: There are no absolutely right or wrong answers for this activity. If a judicial branch educator identifies a delivery mechanism that seems inappropriate for the learning objective, faculty may ask him or her to explain how a faculty member could evaluate learning based on the objective and the delivery mechanism. Some possible answers for the activity follow the participant activity sheet.

Note: Faculty should ensure that judicial branch educators understand that learning objectives need to be stated in measurable and observable terms and that faculty generally needs to see and/or hear learners achieve each one. Under certain circumstances, learners may evaluate each other's learning or learners may evaluate their own learning, but strategies need to be in place to facilitate that.

NOTE: For learning objectives identified as effective only for in-person delivery, faculty may ask judicial branch educators to revise or rewrite them for electronic delivery.

This may be an individual or a small group activity.

Relevant Learning Objective

3. Identify learning objectives most effective for in-person or electronic delivery or effective for both.

Selecting and Managing Instructional Delivery Mechanisms

Identifying Learning Objectives for Delivery Mechanisms

Review each learning objective and place a check mark (✓) in applicable columns to indicate which type(s) of delivery would be most effective.

Learning Objective: As a result of this education, learners will be able to:	Effective for In-Person Delivery	Effective for Electronic Delivery
1. Decide whether to refer a drug offender to treatment or probation rather than sentencing him or her to prison.		
2. Identify the five most common ethical issues encountered by new judges.		
3. Interact effectively with an individual exhibiting symptoms of mental illness.		
4. Demonstrate effective listening skills.		
5. Effectively use the new electronic case management system.		
6. Write an effective entry into the court record for a specific situation.		
7. Evaluate the performance of a judge ruling on a case.		
8. Choose an effective course of action for managing the courtroom when an attorney exhibits inappropriate behavior.		
9. List the changes necessary to make a courtroom more appropriate for children who testify.		
10. Determine whether a court clerk exhibits bias when interacting with a member of the public.		

Selecting and Managing Instructional Delivery Mechanisms

Identifying Learning Objectives for Delivery Mechanisms

Answer Key

Learning Objective:

As a result of this education, learners will be able to:

1. **Decide whether to refer a drug offender to treatment or probation rather than sentencing him or her to prison.** Effective for both in-person and electronic delivery (synchronous or asynchronous). Options for evaluating learning include using a hypothetical situation and providing learners with the three possible decisions. Synchronous delivery could include some discussion of responses. Asynchronous delivery could include faculty's explanation (written or verbal) for their preferred choice with a reference to relevant content for learners to review if their choice was different.
2. **Identify the five most common ethical issues encountered by new judges.** Effective for in-person delivery but probably not most types of electronic delivery. The reason is the list created by learners would probably exceed five and need to be discussed among learners and with faculty to narrow it to five. If "identify" was changed to "choose" the objective could be achieved in electronic delivery (synchronous or asynchronous) by providing a list from which learners could select. Synchronous delivery could include some discussion of responses. Asynchronous delivery could include faculty's explanation (written or verbal) for their preferred choices with a reference to relevant content for learners to review if their choices were different.
3. **Interact effectively with an individual exhibiting symptoms of mental illness.** Effective for in-person delivery but probably not for most types of electronic delivery. If "interact effectively" was changed to "select the individual interacting effectively..." the objective could be effective for electronic delivery (synchronous or asynchronous) through live or recorded demonstrations from which learners could choose the most effective interaction. Synchronous delivery could include some discussion of observations and choices. Asynchronous delivery could include faculty's explanation (written or verbal) for their preferred choice with a reference to relevant content for learners to review if their choice was different.
4. **Demonstrate effective listening skills.** Effective for in-person delivery but not for most types of electronic delivery. The reason is the need for observation of each learner. If "demonstrate" was changed to "select the individual demonstrating," the objective could be effective for electronic delivery (synchronous or asynchronous) through live or recorded demonstrations from which learners could choose. If electronic delivery involved learners in pairs or small groups (gathered face to face or electronically connected), learners could evaluate each other's demonstrations and provide feedback.

5. Effectively use the new electronic case management system. Effective for in-person delivery and computer-based electronic delivery (synchronous or asynchronous, Internet or local), but probably not effective for other types of electronic delivery.
6. Write an effective entry into the court record for a specific situation. Effective for in-person delivery but challenging for electronic delivery. Some strategies for electronic delivery include (a) faculty agrees to review learner's submissions and provide feedback, or (b) learners are in pairs or small groups (or connected electronically) and will review each other's submissions and provide feedback.
7. Evaluate the performance of a judge ruling on a case. Effective for in-person or electronic delivery (synchronous or asynchronous) through live or recorded demonstration and an evaluation scale from which learners may choose.
8. Choose an effective course of action for managing the courtroom when an attorney exhibits inappropriate behavior. Effective for in-person or electronic delivery (synchronous or asynchronous) through use of a hypothetical situation or live or recorded demonstration and a series of actions from which learners may select.
9. List the changes necessary to make a courtroom more appropriate for children who testify. If the objective refers to assessing the local courtroom and indicating necessary changes, in-person delivery may be most appropriate because responses may differ significantly and learners would benefit from a discussion. If the objective refers to a mock courtroom (described or depicted), electronic delivery may be effective
10. Determine whether a court clerk exhibits bias when interacting with a member of the public. Effective for either in-person or electronic delivery. Learners could view a live or recorded demonstration and make a determination. Learners would benefit from a discussion, which could be in-person or electronic.

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Participant Activity

5.1.3.4 Selecting Teaching Methodologies for Delivery Mechanisms

Purpose of activity

This activity involves judicial branch educators in examining familiar teaching methodologies and determining which might be challenging to use with electronic delivery mechanisms.

Use of activity

This activity would be effective as part of the discussion of how delivery mechanisms affect teaching methodologies [see D, [Impact of Delivery Mechanism on Instructional Design](#), subpart a, iii, [Teaching methodologies](#), pg. 16 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

4. Discuss the applicability and effectiveness of various teaching methodologies with various delivery mechanisms.

Selecting and Managing Instructional Delivery Mechanisms

Teaching Methodologies and Delivery Mechanisms

All teaching methodologies listed are effective for in-person delivery. Choose those that may be difficult to use in electronic delivery (or certain types of electronic delivery) and indicate why.

1. Lecture
2. Active Lecture
3. Panel
4. Debate
5. Self-Study
6. Large Group Discussion
7. Small Group Discussion
8. Individual Activity
9. Question and Answer
10. Demonstration
11. Simulation

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Participant Activity

5.1.3.5 Using Blended Delivery

Purpose of activity

This activity engages judicial branch educators to think about a topic (for an existing or proposed course) that would be effective in blended delivery.

Use of activity

This activity would be effective at or near the conclusion of a course based on this curriculum design so judicial branch educators have fully explored all aspects of delivery.

This is an individual activity.

Relevant Learning Objective

5. Identify a topic for a local audience that could benefit learners by blended delivery.

Selecting and Managing Instructional Delivery Mechanisms

Using Blended Delivery

Indicate the target audience and the topic, and explain why you think blended delivery would be effective.

Target Audience:

Topic:

Why would blended delivery be beneficial to learners?

Selecting and Managing Instructional Delivery Mechanisms

Explanation of Participant Activity

5.1.3.6 Implementing New Electronic Delivery Mechanisms

Purpose of activity

This activity involves judicial branch educators in considering their local situation and determining the benefits and drawbacks for various groups if new electronic delivery mechanisms were implemented.

Use of activity

This activity would be useful at or near the end of a course based on this curriculum design so judicial branch educators have full information on delivery mechanisms.

This is an individual activity.

Relevant Learning Objective

6. Identify the benefits and drawbacks of implementing new electronic delivery mechanisms from the perspectives of faculty, learners, and judicial branch educators.

Selecting and Managing Instructional Delivery Mechanisms

Implementing New Electronic Delivery Mechanisms

What type(s) of new electronic delivery would you implement?

What are the benefits and drawbacks for each of the following groups?

From the perspective of faculty:

BENEFITS:

DRAWBACKS:

From the perspective of learners:

BENEFITS:

DRAWBACKS:

From the perspective of judicial branch educators:

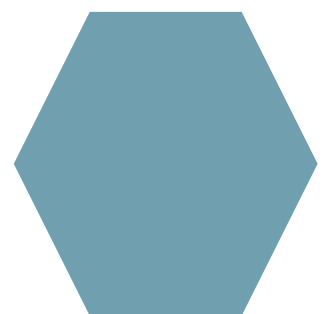
BENEFITS:

DRAWBACKS:



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