Leveraging Expert Instructional Design Strategies to Develop Quality Online Courses

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AGENDA

Presentation

• Introduction
• Quality online courses and programs
• ARPC

Workshop Activities

• Construct an ARPC
• Identify instructor-student interactions
• Manage the ARPC

Recommendations

• Using ARPC’s to inform institution-wide decisions on quality course design and delivery.
INSPIRATION

At the NMC Conference 2012
Malcolm Brown discussed two great concepts:

(1) Wicked Problems

“Problem that is difficult or impossible to solve because of incomplete, contradictory, and changing requirements that are often difficult to recognize.” – wikipedia.org

(2) Design Thinking (DT)

https://www.ideo.com/by-ideo/change-by-design
IDEATION

As described in the article *Theory of Transactional Distance* by Moore (1993), the particular types and quantity of instructional media you put into an online course can potentially increase or decrease the level of autonomy required of the learner.

“It is obvious that the nature of each communication medium has a direct impact on the extent and quality of dialogue between instructors and learners.“

“For example, an educational programme in which communication between teacher and learner is solely by one-way television, an audiotape, or a teach-yourself book, will have no teacher-learner dialogue simply because these media cannot carry messages back from the learner to the teacher.”
“What one has not drawn, one has not seen.”

- Julius V. Sachs
  (the Father of Experimental Plant Physiology)
QUALITY ONLINE COURSE

Ingredients

1 whole subject matter expert
4 best practices
1 pack of course templates
½ pound of all-purpose quality standards
1 bug-free learning management system
Subject Matter Expert
Best Practices

Acquired from...

- Research and publications
- Community Forums, Webinars
- Attending OLC Conferences
- Instructional Design Experts

Such as:

- Alignment and Content Chunking (modules)
- Online Course Templates
- Accessibility & UDL
- Rubrics
Quality Standards and Processes

COURSE DEVELOPMENT

PHASE-I  PHASE-II  PHASE-III  PHASE-IV

COURSE REVIEW

Internal QM Review  Course Passes QM Review  PHASE-V

Feedback/Revision  Updates  Course Delivered

Subject Matter Expert
Instructional Designer
Assistant Director

National QM Review
Feedback/Revision
QUALITY ONLINE PROGRAM

National Reviews

Quality Matters

OLC Quality Scorecard

We are now considering this option.
Compare courses within a program

Instructor-Student Interactions

- Student Orientation Quiz
- Introduce Yourself Blog
- Student Midterm Survey
- Discussion
- Assignment Submission
- Quiz/Exam
- Collaborate
- Blog
- Wiki
- Journal
Comparisons across programs
The planned curriculum is the curriculum the instructor planned to deliver online and the actual representation is the collection of methods, teaching strategies, and technology tools that will actually be used to deliver that curriculum.
# PC versus AR

<table>
<thead>
<tr>
<th>Planned Curriculum</th>
<th>Actual Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction</td>
<td>Text or video?</td>
</tr>
<tr>
<td></td>
<td>Includes overview of online course</td>
</tr>
<tr>
<td>Course Outcomes</td>
<td>Alignment</td>
</tr>
<tr>
<td></td>
<td>Module-level Objectives</td>
</tr>
<tr>
<td>Syllabus and Schedule</td>
<td>PDF or embedded in LMS?</td>
</tr>
<tr>
<td></td>
<td>Contains information related to online</td>
</tr>
<tr>
<td>Textbook</td>
<td>Purchase online or bookstore?</td>
</tr>
<tr>
<td></td>
<td>E-book w/publisher materials?</td>
</tr>
<tr>
<td>Exams</td>
<td>Proctored online?</td>
</tr>
<tr>
<td></td>
<td>Cheating potential</td>
</tr>
<tr>
<td>Lectures</td>
<td>Narrated ppts or videos?</td>
</tr>
<tr>
<td></td>
<td>Length and amount of content</td>
</tr>
</tbody>
</table>
Why Bother Constructing an ARPC?

Why?
- Alternative to standard checklist
- Provides non-linear perspectives
- What one has not drawn, one has not seen
- Promotes more “realistic” conversations about course design, development, and delivery.

Who benefits?
- Course Instructor, Instructional Design Experts
- Program Coordinators, Departments Chairs
- Students
Activity 1
Construct a simple ARPC of an online course that can be used to identify and evaluate instructor-student interactions.

Activity 2
Identify instructor-student interactions within the ARPC that can be compared with other courses within the program.

Activity 3
Identify best practices for managing the ARPC
Activity 1: Constructing an ARPC

- Form groups or work independently
- Use handouts provided
- Describe the planned curriculum for a hypothetical or real course (face-to-face, blended, or online)

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### Planned Curriculum

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Music</th>
<th># of Students</th>
<th>100-200</th>
<th>Undergraduate/Graduate</th>
</tr>
</thead>
</table>

**Assessments**
- 10 Quizzes
- Video Review
- Music Band Wiki

**Course Materials**
- 2 Textbooks
- Lecture outlines
- 80+ YouTube videos

**Participation**
- Read chapters
- Watch videos
Activity 1: Constructing an ARPC cont...

- Identify essential pieces of the course
  
  **Examples:** LMS tools, External Tools, Publisher Sites

- Illustrate connections (strong or weak) between pieces by drawing lines between them

- Pieces can be isolated if necessary

**Actual Representation**

- Strong Connection
- Weak Connection

Diagram with nodes labeled A to I and connections indicating strong and weak connections.
Conclusion
You should have a simple schematic representation of an online course that can be used to identify and evaluate instructor-student interactions.

Activity 1: Discussion Topics

• Which pieces are essential?

• How many pieces in a typical online course (design potential vs. instructor effort)

• How does individual perspective influence the actual representation of the online course?

• Should certain pieces be included in all programmatic-courses?
Activity 2: Identifying Instructor-Student Interactions

- Identify **instructor-student** interactions that occur between the pieces you identified in Activity 1.

**Example:** Weekly announcements

### Actual Representation

**Strong Connection**  **Weak Connection**

```
   A       B
 / \     / \  
F   C       D
   \  1     \  2
    H   E   G
```

### Instructor-Student Interactions

1. Weekly announcements that outline module assignments
2. Use rubrics for grading/feedback
3. Contact students about orientation quiz
4. Moderate technical issues forum
Activity 2: Discussion Topics

• How many interactions in a typical online course?

• Which particular interactions are critical and how should they should be managed?
  (Opportunity to discuss scaffolding, transactional distance, and instructor presence)

Conclusion
At this point the ARPC is complete. Next step is to document how particular instructor-student interactions will be managed.
Activity 3: Managing the ARPC

- Identify **best practices** for managing instructor-student interactions.

**Actual Representation**

![Diagram](image)

**Instructor-Student Interactions**

1. Weekly announcements that outline module assignments
2. Use rubrics for grading/feedback
3. Contact students about orientation quiz
4. Moderate technical issues forum

**Best Practices for managing interactions**

1. Send weekly announcements, apply consistent template, include news and reminders.
2. Use Rubric tool, give individual feedback, provide examples.
3. Include 'Getting Started' section to inform student about orientation quiz. Send emails.
4. Check daily, reply to forum or assign to academic coach.
Activity 3: Discussion Topics

• Should all instructors teaching programmatic-courses adhere to the same best practices for effective course delivery?

• What sorts of analytics within the LMS can be used to evaluate student participation and instructor presence?

Conclusion
The resulting list of best practices can be used to develop course facilitation plans that guide/remind instructors how to effectively deliver the course as it was initially design.
Comparing ARPC’S

What to look for?

- Missing essential pieces
- Weak connections or lack of
- Few instructor-student interactions
RECOMMENDATIONS

ARPC’s could be used to substantiate the quality standards for many of the OLC Quality Scorecard indicators.

ARPC’s could be used to improve internal course development processes.

ARPC’s could be called something other than ARPC’s.

These schematic drawings could inform discussions concerning institution-wide policies on online course design and delivery.
THANKYOU!
Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

Each session evaluation completed (limited to one per session) = one contest entry
Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app

*Contact information required for contest entry but will not be shared with the presenters.
Winners will be contacted post-conference.