Hypothesis 1

The engagement in an online course is directly proportional to the interactive collaboration with the E-hero and E-faculty. This direct collaboration enables both the faculty and designer the opportunity to develop a course that is well organized, exceeds standards and outcomes and ultimately increases student retention.

1. What are the methodologies that instructional designers use to help construct an online course

2. How is retention increased, when a course is updated with the collaboration of an instructional designer
Hypothesis 2. (Instructors perspective)

The role of an instructional designer is to invigorate your online course.

Ultimately, instructional designers are not subject matter experts, however, they are able to use modern methodologies to reinvent your content in a new way that will enhance learning within the 21st century.

1. Why faculty does not view instructional designers as educators

2. How instructional designers can help overcome the resistance from faculty
DEVELOPING RELATIONSHIPS
THE MOST IMPORTANT WAY TO BUILD A RELATIONSHIP

• Listen
  • Stay quite
  • Take notes
  • Let the faculty relate every detail

• Respond
  • Point out positives
  • State suggestions
  • Always remain objective
METHODOLOGY

- Analyze
- Design
- Develop
- Implement
- Evaluate

ADDIE Process

DEVELOPMENT

ANALYSIS

DESIGN

IMPLEMENTATION

EVALUATION
INSTRUCTIONAL DESIGNERS DEVELOP FOR ALL LEARNING ABILITIES AND DISABILITIES.
THE THEORY OF MULTIPLE INTELLIGENCES

- Linguistic intelligence
  - Written and oral context
- Logical-mathematical intelligence
  - Reasoning patterns and problem solvers
- Spatial intelligence
  - Stimulation through vision
- Bodily-kinesthetic intelligence
  - Hands on experiences
- Musical intelligence
  - Through sounds and tones
- Interpersonal intelligence
  - Strong in teamwork skills
- Intrapersonal intelligence
  - Strong independence
- Naturalist intelligence
  - Nurturer
The FFF model of consumer behavior classifies behavior based upon intrinsic features. The model was developed by two management professors, Ujwala Dange and Vinay Kumar. The model's foundation is built upon the three F's: factors, filtering elements, and filtered buying behavior. For the purpose of this study, the sample size will be undergraduate students and faculty from Universities in Florida.
TOP FIVE REASONS WHY STUDENTS CHOSE ONLINE VERSUS ON-CAMPUS DEGREE PROGRAMS IN THE UNITED STATES IN 2016
Top Five Reasons

This statistic shows the top five reasons why students chose online versus on-campus degree programs in the United States in 2016. In 2016, about 50 percent of all students chose online degree programs due to existing commitments that did not allow them to attend campus-based courses in the United States.

This statistic presents the worldwide self-paced e-learning market revenue from 2016 to 2021, distinguished by region. In 2016, the global self-paced online learning market in North America generated 23.34 billion U.S. dollars in revenues. In 2021, the figure is expected to decrease to 16.97 billion U.S. dollars.
ULTIMATE SUCCESS

"I have found the Instructional Design team very helpful as I have worked with them for several years. It gives me peace of mind to know once I have uploaded my courses for review, that they have gone over the content with a fine tooth comb to make sure it is up to par for students and to meet the SACS requirements. Thankfully, I haven't had many changes but they do spend countless hours behind the scenes going through courses making sure they are highly proficient. They have reached out to let me know they are available to assist me with future videos for my undergrad and graduate classes."

— DR. ELLEN RAMSEY