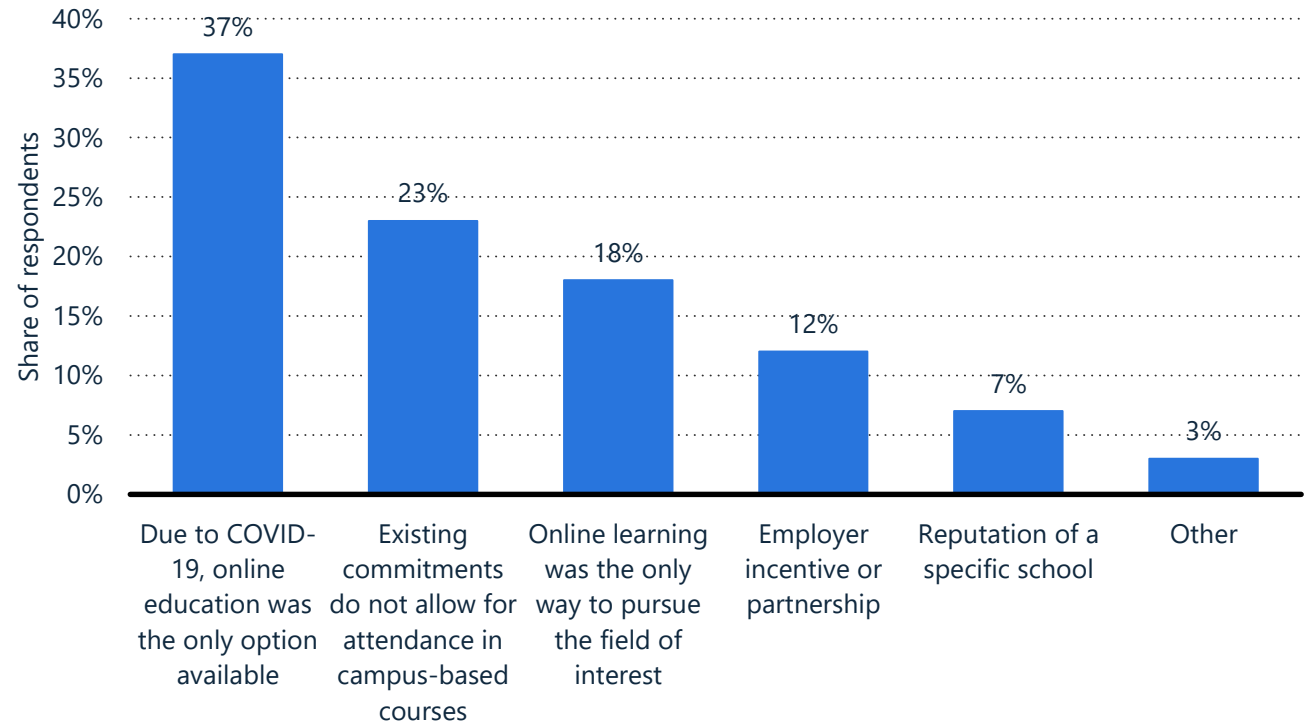


COMMON REASONS STUDENTS SELECT AN ONLINE EDUCATION

THIS STATISTIC SHOWS THE TOP REASONS WHY STUDENTS CHOSE ONLINE VERSUS ON-CAMPUS DEGREE PROGRAMS IN THE UNITED STATES IN 2021.

IN 2021, ABOUT 23 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.



United States; October to November 2020; 1,800 respondents; current, prospective, and former online students

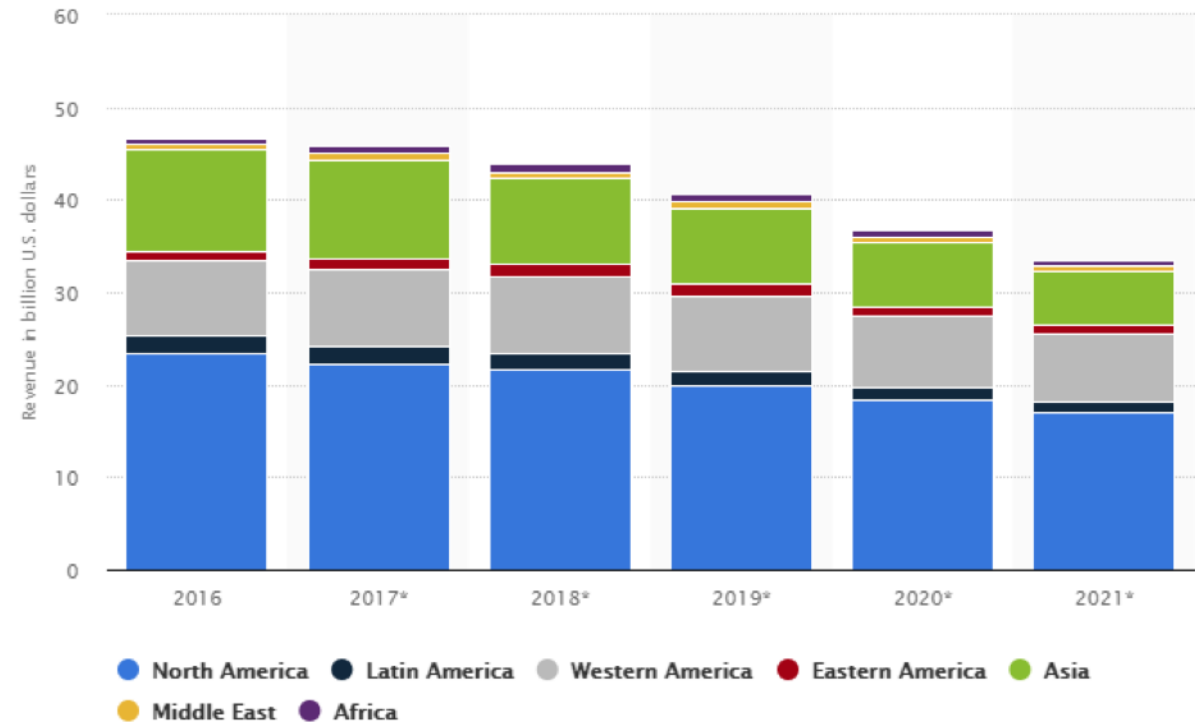
Further information regarding this statistic can be found on [page 8](#).

Source(s): BestColleges ; ID 731089

WORLDWIDE SELF-PACED E-LEARNING MARKET REVENUE FROM 2016 TO 2021, BY REGION (IN BILLION U.S. DOLLARS)

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





THE ENGAGEMENT IN AN ONLINE COURSE IS DIRECTLY PROPORTIONAL TO THE INTERACTIVE COLLABORATION WITH THE INSTRUCTOR AND INSTRUCTIONAL DESIGNER.

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

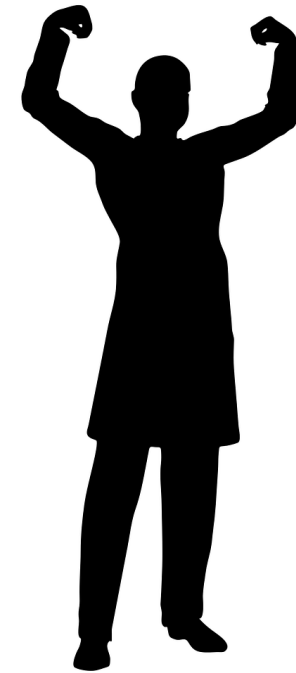
(INSTRUCTORS PERSPECTIVE)

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



THE MOST IMPORTANT WAY TO BUILD A RELATIONSHIP

- Listen

- Stay quiet
- Take notes
- Let the faculty relate every detail

- Respond

- point out positives
- State suggestions
- always remain objective



INSTRUCTIONAL DESIGNERS DEVELOP FOR ALL
LEARNING ABILITIES.

UNIVERSAL DESIGN FOR LEARNING IN HIGHER EDUCATION

UDLHE DOES NOT MEAN DISABILITY.
THERE IS A DIFFERENCE

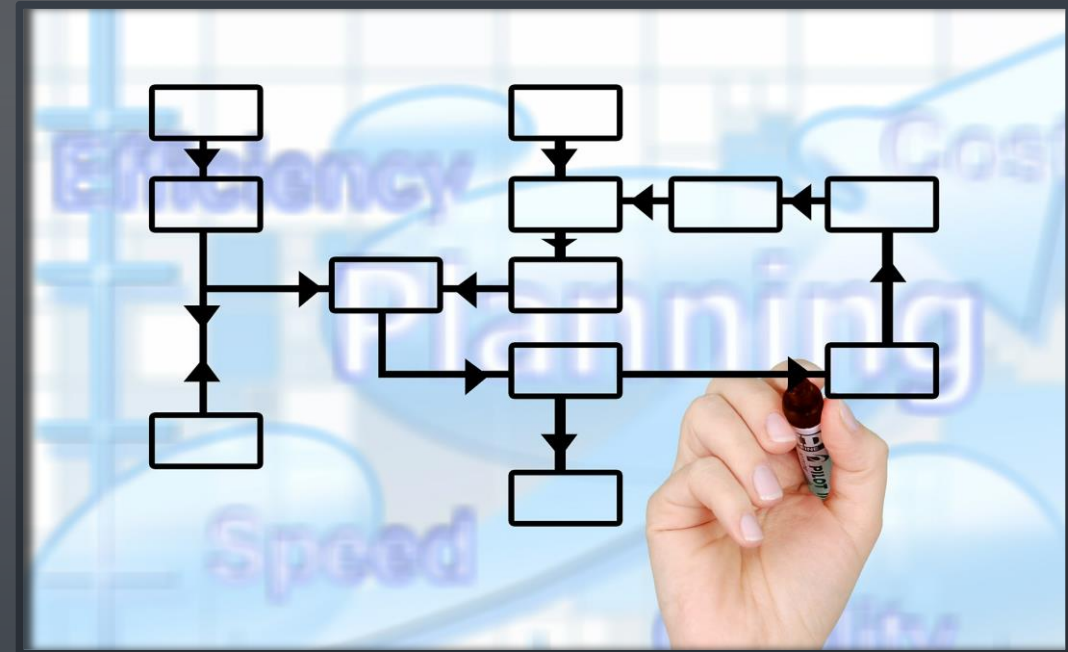
CREATES EQUITABLE LEARNING
SPACES FOR ALL



UDLHE
Network

THE IMPORTANCE OF PEDAGOGY

- GOAL - ORIENTED
- CUSTOMIZED
- STUDENT CENTERED
- DIFFERENTIAL LEARNING
- WHILE EACH INSTRUCTOR MAY HAVE THEIR INDIVIDUALIZED PEDAGOGY, THE END RESULTS MUST REMAIN





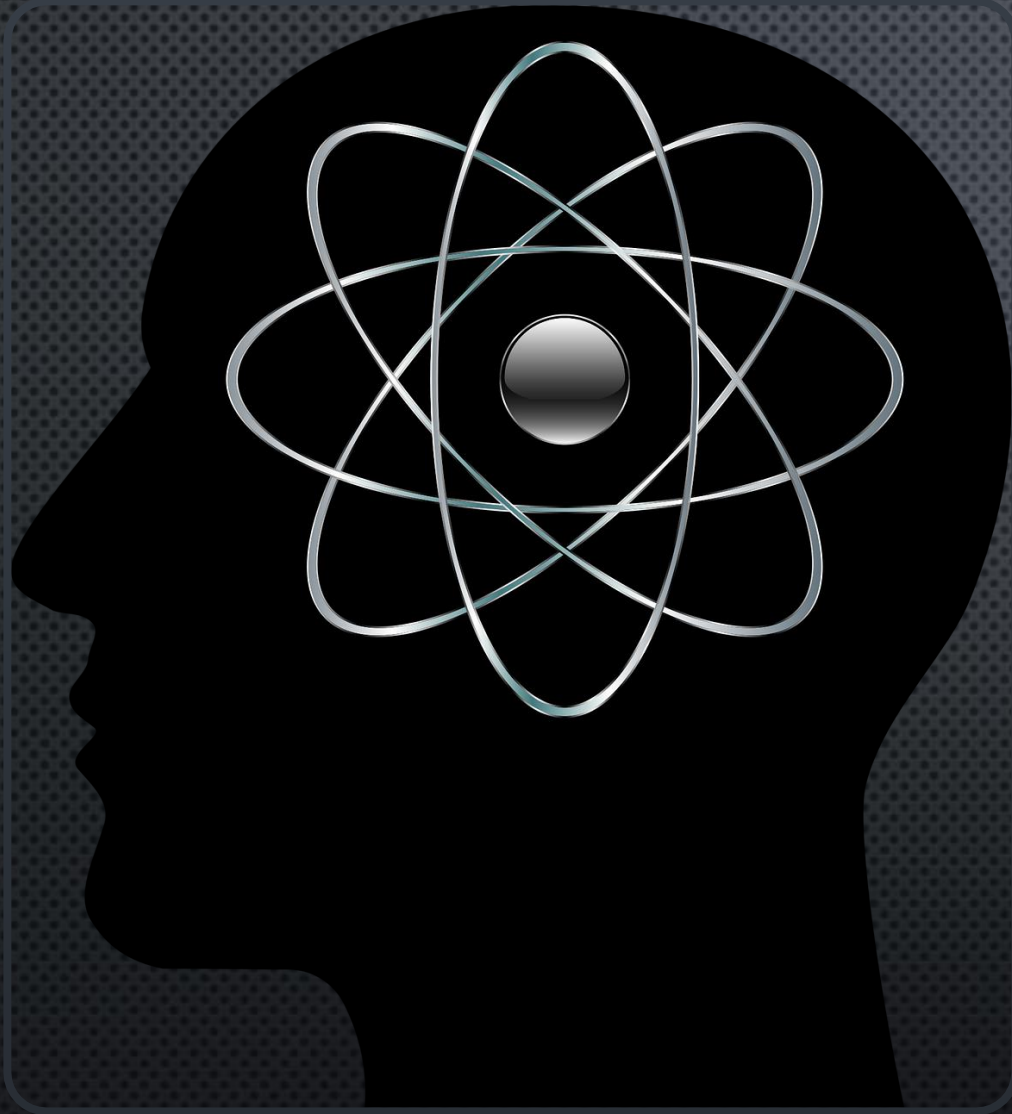
THE BEAUTY OF BACKWARDS DESIGN

- **IDENTIFY DESIRED LEARNING OBJECTIVES:** ARTICULATE WHAT LEARNERS SHOULD BE ABLE TO UNDERSTAND AND DO AFTER PROVIDED INSTRUCTION.
- **IDENTIFY ACCEPTABLE EVIDENCE:** DETERMINE WHAT TYPES OF ASSESSMENTS AND MEASURES WOULD CLARIFY WHETHER STUDENTS CAN PERFORM THE DESIRED OUTCOME.
- **PLAN LEARNING EXPERIENCES AND INSTRUCTION:** DEVELOP EXERCISES, MATERIALS AND INSTRUCTION AROUND THE DESIRED OUTCOMES AND EVIDENCE.

OVERVIEW

Throughout this presentation we will discuss the importance of creating powerful learning objectives within course design. We will also review backwards design, Bloom's Taxonomy and proper pedagogy that will ultimately create the perfect course.





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

LEARNING OBJECTIVES

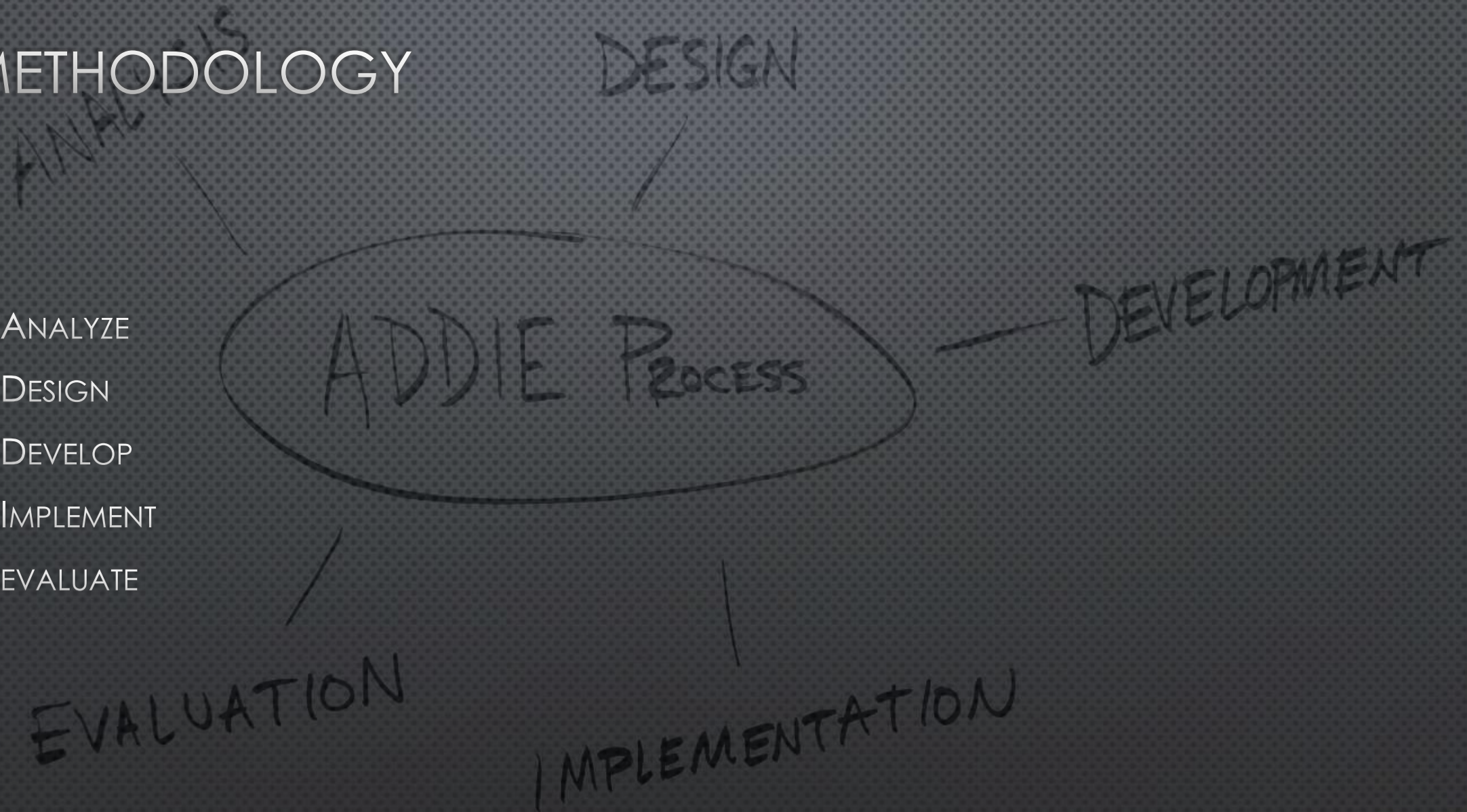
Upon completion of this presentation, attendees should be able to:

- Articulate personal attitudes and values related to the use of learning objectives
- Analyze course content to determine measurable learning objectives
- Investigate the importance of developing a comprehensive list of learning objectives



METHODOLOGY

- ANALYZE
- DESIGN
- DEVELOP
- IMPLEMENT
- EVALUATE



QUALITY MATTERS

QM

WHAT ARE POWERFUL LEARNING OBJECTIVES?

Quality Matters (QM) is a faculty-centered, peer review process designed to certify the **quality** of online courses and online components.

According to QM, learning objectives or competencies establish a foundation upon which the rest of the module is based.

Within the growing world of competency based teaching and learning, we, as educators, need to ensure each student meets or exceeds objectives to determine mastery at each level.

A HISTORY LESSON: BLOOM'S TAXONOMY

LOW LEVEL THINKING SKILLS		HIGH LEVEL THINKING SKILLS				
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	
<i>Recall / Regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</i>	<i>To show understanding / Linking information from the text. Demonstrating basic understanding of facts and ideas.</i>	<i>To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</i>	<i>To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.</i>	<i>To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</i>	<i>To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.</i>	
Key words:	Key words:	Key words:	Key words:	Key words:	Key words:	
Choose Observe Show Copy Omit Spell Define Quote State Duplicate Read Tell Recall Trace How Recite What Identify Where Record Label List Relate Which Listen Remember Who Locate Repeat Why Match Reproduce Retell Name Select	Ask Extend Outline Cite Generalise Predict Classify Give examples Compare Relate Contrast Illustrate Report Demonstrate Indicate Discuss Index Review Interpret Match Observe Explain Match Summarise Express Observe Translate	Act Employ Practice Administer Experiment with Apply Group Select Build Identify Show Calculate Illustrate Simulate Interpret Choose Interview Summarise Classify Link Transfer Construct Manipulate Model Correlate Organise Develop Perform Dramatise Plan	Analyse Examine Prioritize Question Final Question Arrange Focus Rank Assumption Function Reason Choose Relationships Highlight Reorganise In-depth Research See Inference Select Differences Investigate Separate Isolate Similar to Distinguish Order Test part in Divide Organise Theme Establish Point out Comparing	Adapt Estimate Plan Add to Experiment Extend Build Formulate Propose Happen Reframe Combine Imagine Rewrite Compile Improve Simplify Construct Innovate Solve Convert Integrate Create Invent Substitute Make up Design Maximise Delete Develop Model Devise Modify Original Discuss Originate Elaborate	Agree Disprove Measure Appraise Dispute Opinion Produce Effective Perceive Assess Estimate Persuade Award Evaluate Prioritize Explain Prove Choose Give reasons Rate Compare Good Recommend Conclude Grade Rule on Select How do we know? Support Test importance Criticise Infer Useful Debate influence Validate Valuate Interpret Why Defend Judge Justify Determine Mark	
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	
Describing Finding Identifying Listing Locating Naming Recognising Retrieving Worksheet	Definition Fact Comparing Label List Inferring Reproduction Test Workbook Worksheet	Classifying Comparing Exemplifying Explaining Label List Interpreting Outlines Quiz Show and tell Summary	Collection Examples Explanation Illustration Interview Journal Performance Presentation Sculpture Simulation	Carrying out Extending Implementing Using Demonstrating Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Structuring Reporting Spread sheet Survey	Constructing Designing Media product New game Painting Plan Project Song Story
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	
Can you list three...? Can you recall...? Can you select...? How did... happen? How is...? How would you describe...? How would you explain...? What is...? When did...? Where did... happen? Where is...? Who was...? Who were the main...? Why did...?	Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?	How would you use...? What examples can you find to...? How would you solve... using what you have learned...? How would you organise... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	What are the parts or features of...? How is... related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inferences can you make...? What conclusions can you draw...? How would you classify...? How would you categorise...? Can you identify the difference parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	What changes would you make to solve...? How would you improve...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Do you agree with the actions/outcomes...? What is your opinion...? How would you prove/disprove...? Can you assess the value/importance...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? How would you justify...? What data was used to make the conclusion...?	

Bloom's Taxonomy: Teacher Planning Kit

- BLOOM'S TAXONOMY IS A THEORY DESIGNED BY BENJAMIN BLOOM
- PROMOTES A HIGHER LEVELS OF THINKING IN EDUCATION
- ALLOWS STUDENTS TO ANALYZE AND EVALUATE CONCEPTS, PROCESSES AND PROCEDURES AND PRINCIPALS
- LEARNING OBJECTIVES MUST BE MEASURABLE

QUALITY MATTERS

Quality assurance leader in online education

- Rubrics & Standards
- Professional Development
- Peer Reviewed Courses

Eight General Standards

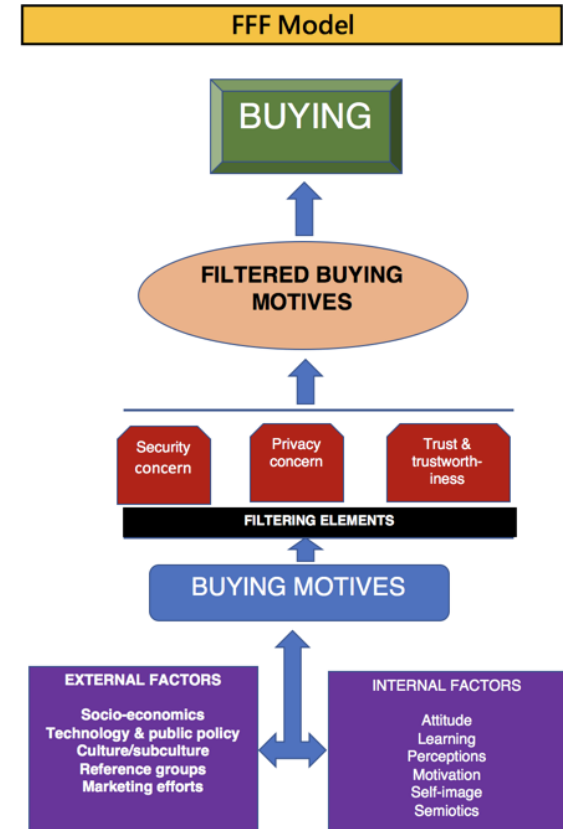
1. Course Overview & Introduction
2. Learning Objectives (competencies)
3. Assessment & Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility & Usability



METHODOLOGY

THE FFF MODEL

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.



MOST COMMON REASONS FOR CHOOSING ONLINE VERSUS ON-CAMPUS LEARNING OPTIONS

IN THE UNITED STATES IN 2021



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

QUESTIONS?



THANK YOU