LEVERAGING RELATIONSHIPS BETWEEN INSTRUCTORS AND INSTRUCTIONAL DESIGNERS

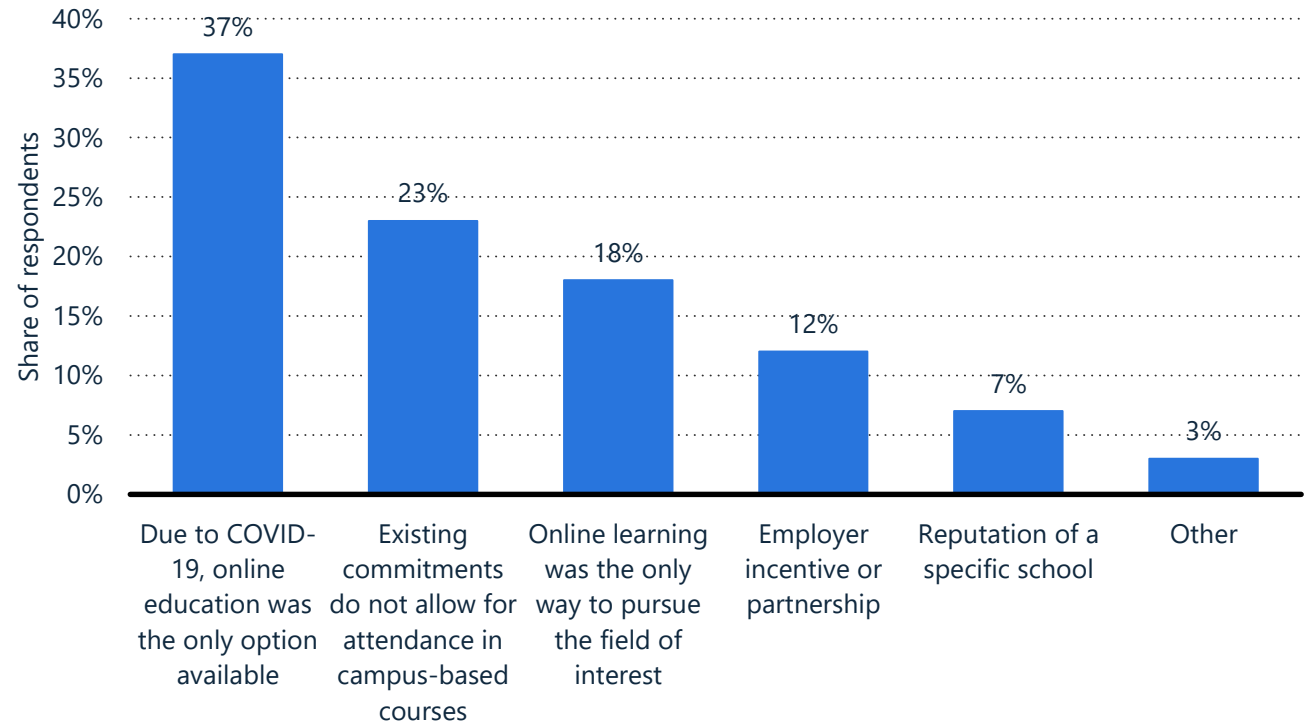## DR. JEVAUGHN LANCASTER AND DR. HARIKA RAO

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.

Share of respondents

Category	Share
Due to COVID-19, online education was the only option available	37%
Existing commitments do not allow for attendance in campus-based courses	23%
Online learning was the only way to pursue the field of interest	18%
Employer incentive or partnership	12%
Reputation of a specific school	7%
Other	3%

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

°Ambient Insight. (n.d.). Worldwide self-paced e-learning market revenue from 2016 to 2021, by region (in billion U.S. dollars). In Statista - The Statistics Portal. Retrieved March 19, 2018, from https://www.statista.com/statistics/693260/global-self-paced-e-learning-industry-revenue-by-region/.
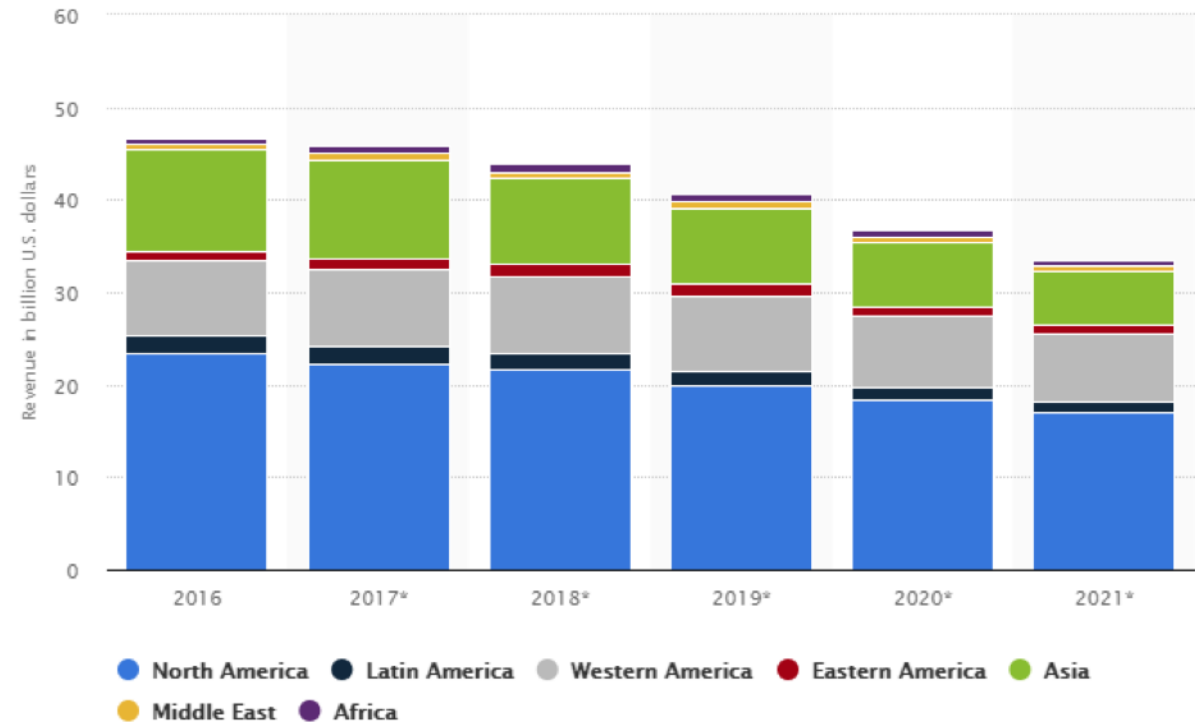
The engagement in an online course is directly proportional to the interactive collaboration with the instructor and instructional designer.

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
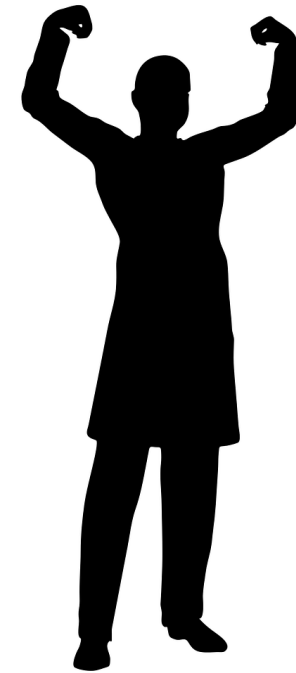
THE MOST IMPORTANT WAY TO BUILD A RELATIONSHIP

- 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

THE IMPORTANCE OF PEDAGOGY

- Goal – Oriented

- Customized

- Student Centered

- Differential Learning

- While each instructor may have their individualized pedagogy, the end results must remain
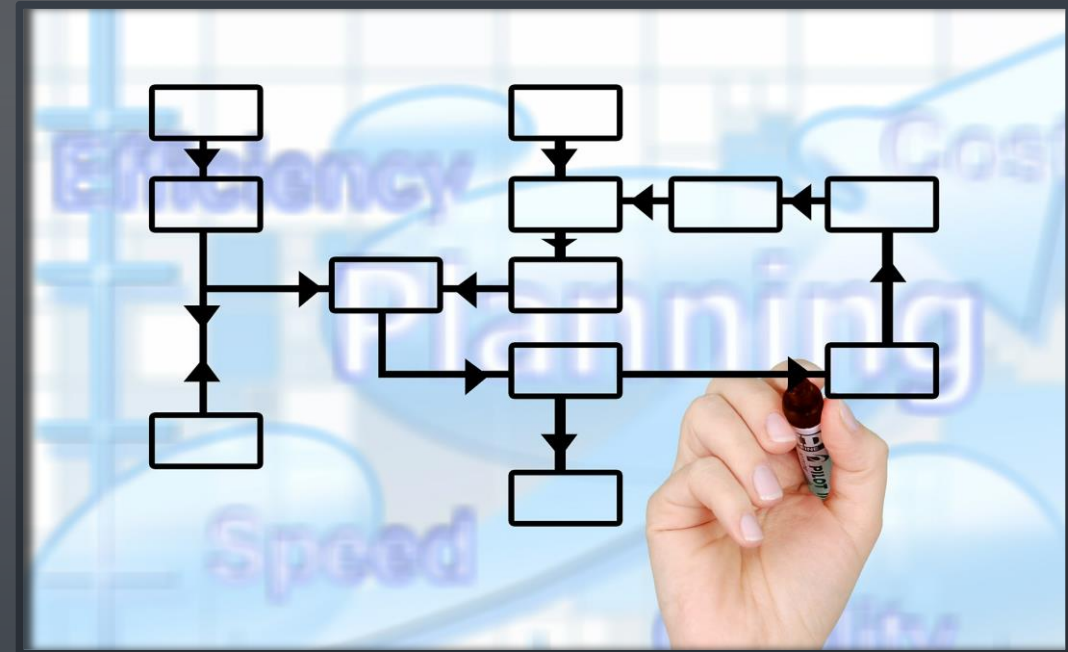
THE BEAUTY OF BACKWARDS DESIGN

- 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.
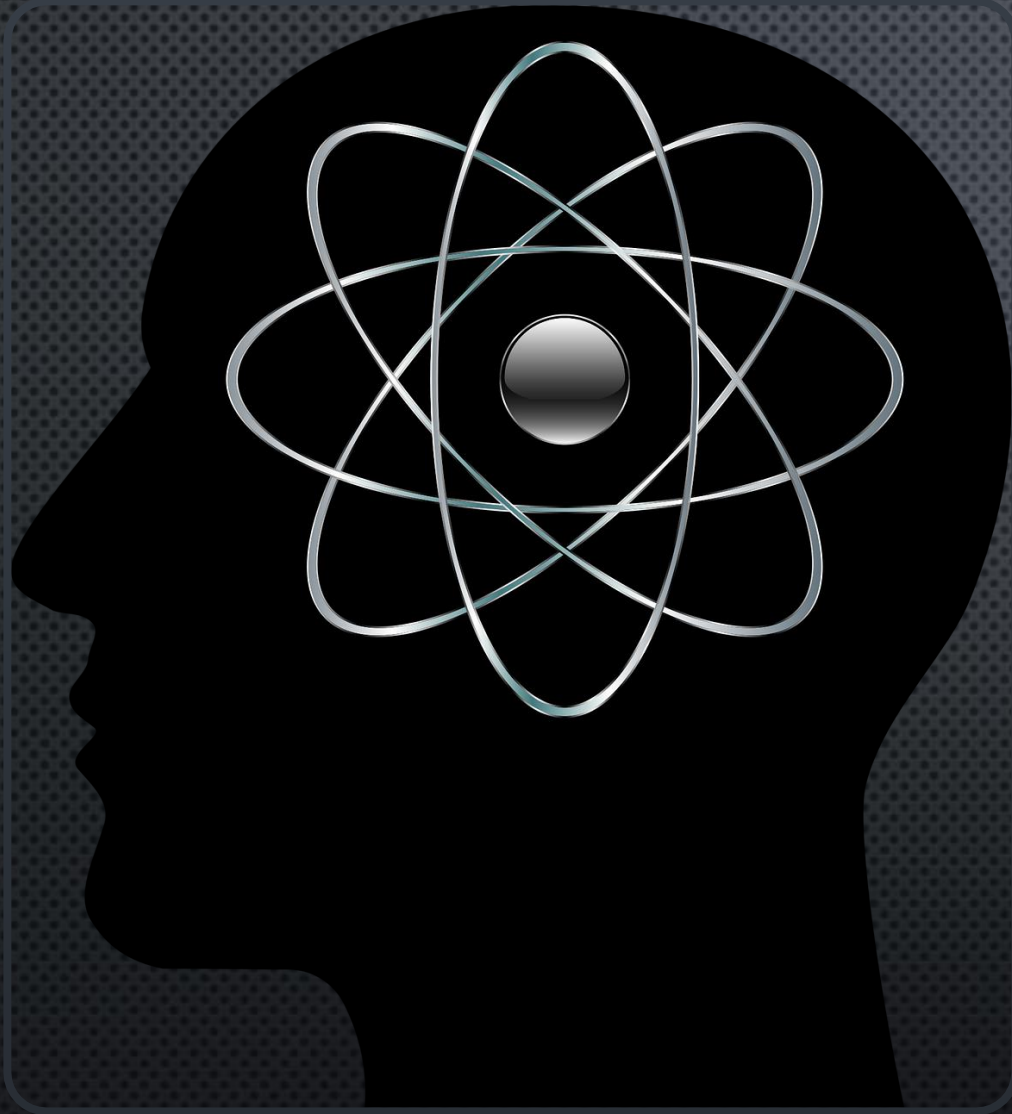
THE THEORY OF MULTIPLE INTELLIGENCES

- 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
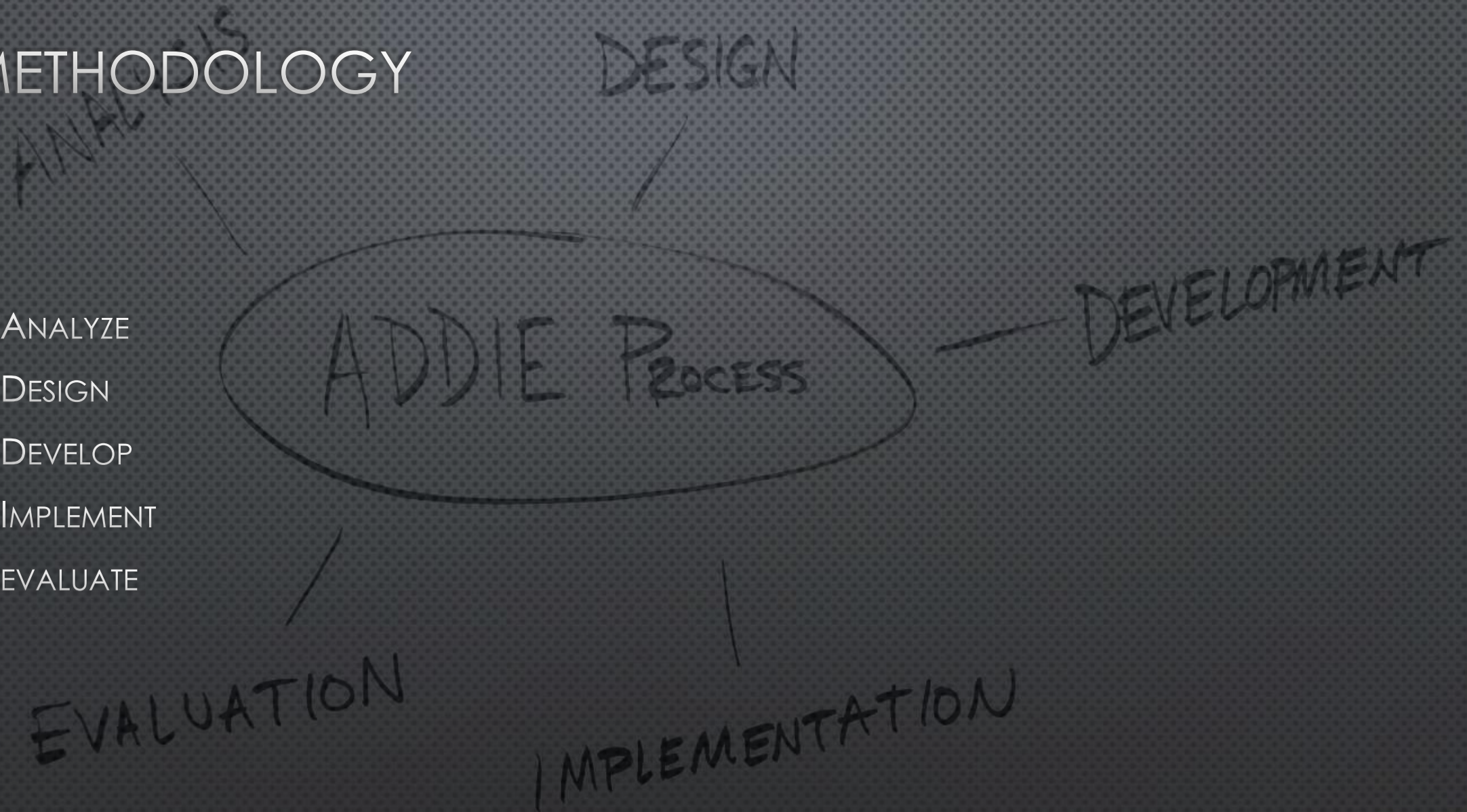
WHAT ARE POWERFUL LEARNING OBJECTIVES?

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

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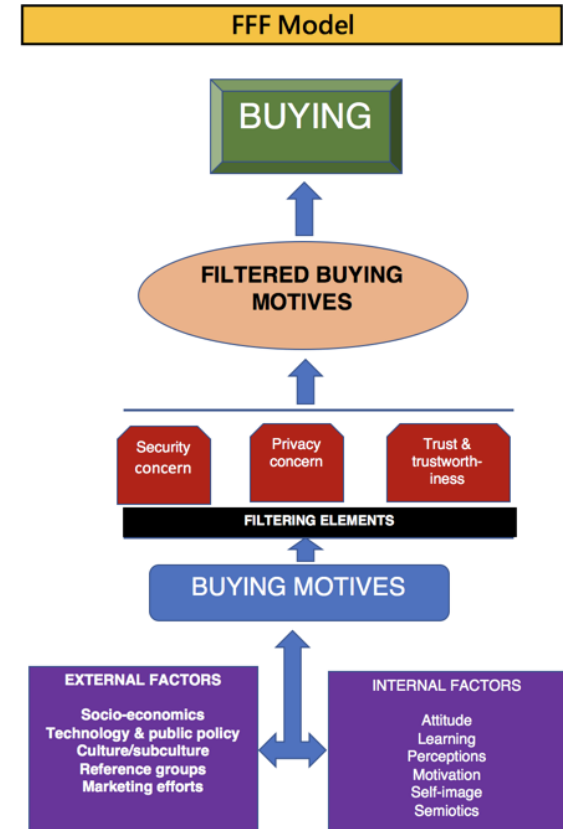
MOST COMMON REASONS FOR CHOOSING ONLINE VERSUS ON-CAMPUS LEARNING OPTIONS

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