Quest for Quality: Instructional Designers as Leaders

QM National Conference – 2018

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Learning Objectives

Identify several tools and strategies to introduce new faculty to quality principles.

Demonstrate collegial collaboration and leadership through appropriate feedback to a faculty member during the design process.

Describe how instructional designers lead quality assurance through collaborative course development and re-development.
Established 1868

2 campuses in Oregon

Land, sea, space and sun grant university
Top-ranked degrees online

- 50+ programs
- 9,000+ students
- 5,000+ degrees earned

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Ecampus at a glance

- 22 undergraduate degrees
- 1,200+ credit courses
- 10 college partners
- 28 graduate degrees
- 100+ subjects
- 800+ faculty partners
DIVISION OF ECAMPUS

ECAMPUS
Online degrees

OPEN OREGON STATE
Open educational resources

ECAMPUS RESEARCH UNIT
Online educational research

Units -
• Program Insights
• Marketing and Enrollment Services
• Student Success Team
• Course Development and Training
• Administration and Support Services
Course Development Process

- FACULTY SUBMITS COURSE PROPOSAL
  - Proposal reviewed (2+ weeks)
  - Instructional Designer assigned
  - Set Up

- COLLABORATE WITH INSTRUCTIONAL DESIGNER
  - WEEK 2: Begin Training
  - WEEK 7: Complete Training

- LAUNCH COURSE + First-term evaluation
  - Course Content Delivery Deadline
    - Six weeks before term ends
    - Instructional Designer does final review, feedback, and building

- REFRESH
  - After 3 years
    - Proposal submission required

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Tools to introduce quality principles
Tools to introduce quality principles

Ecampus Essentials

Ecampus Essentials

Partnering with faculty to develop high quality online learning experiences for Ecampus students is our goal. This document provides information about the research-based standards used to design online courses. All new and redeveloped courses are expected to meet essential standards and are strongly encouraged to meet exemplary standards.

Ecampus Instructional designers support and partner with faculty to ensure standards are met.

Course Introduction and Navigation

A clear introduction to the course and logical, student-centered navigation help students find what they need, reducing frustration. These elements help students avoid missing important instructions or assignments.

Essential

Course is structured into intuitive sections (weeks, units, etc.) with all materials for each section housed with that section (as opposed to lengthy menus or a mass collection of information housed without a discernible organization). Course is organized with student-centered policies, including instructors' name, OSU email address, policies, and learning outcomes. If applicable, Bacc Core, WC, and DPP are included in learning outcomes.
Tools to introduce quality principles

Ecampus course template
Tools to introduce quality principles

Course planning chart

<table>
<thead>
<tr>
<th>BACC Core or program mandated outcome</th>
<th>Course Learning Outcome</th>
<th>Learning Activities</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes □ No □</td>
<td>“After successful completion of this course, you will be able to…”</td>
<td>What activities will help students achieve mastery of this course learning outcome?</td>
<td>How will mastery of this course learning objective be measured/assessed?</td>
</tr>
<tr>
<td>Yes □ No □</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes □</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tools to introduce quality principles

Course analysis checklist

Course Analysis Checklist

Purpose:
This tool is meant to help determine what elements of a course would benefit from revision or improvement during the course redevelopment process.

Instructions:
There are eight pages in this workbook (see colored tabs across the bottom) that reflect elements of an online course. These include seven topics and a page to post summary observations.

- Navigation/Organization
- Learning Outcomes
- Assessment and Measurement
- Instructional Materials
- Learner Interaction
- Course Technology & Accessibility
- Learning Support
- Summary

Review the questions on each page and rate that element of your current course (by placing an 'X' in the appropriate cell) as:
- Accomplished - The element is present in the course or working well.
- Emerging - The element is present but could be improved.
- Vision - The element is something that isn't present but I'd like to consider it.
- N/A - not applicable to this course

Feel free to provide notes in the 'Notes' field to explain your answers or to remind you later as to why you rated an element in a particular way.
Leadership & Instructional Design
Leadership defined

Outstanding leadership follows five practices:

• Modeling the way
• Inspiring a shared vision
• Challenging the process
• Enabling others to act
• Encouraging the heart

(Kouzes and Posner, 2007)
Instructional designers have foundational skills for leadership roles.

Knowledge & Application
- Effective course & media design
- Identify & resolve ethical & legal issues
- Application of research & theory

Communication & Collaboration
- Effective communicators
- Know how to foster collaboration
- Can move others toward a shared vision

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Transformative Leadership

• Promoting change in individuals and groups
• Turning followers into leaders
Exploring faculty personas
Margaret
“I want to do it myself”

Key Traits:
- Independent
- Likes to be in control
- Mild resistance to suggestions; reluctant to change

Motivation: Committed to quality

Online Teaching Experience: High
- Comfortable with the LMS
- Uses discussions; written assignments

Concerns:
- Academic integrity
- Managing growing class size
Alejandro
“I don’t trust technology”

Key Traits:
• Lacks confidence in technology
• Somewhat open to new ideas
• A skilled lecturer

Motivation: Prefers lecture-style teaching but likes to keep current with technology, despite distrust

Online Teaching Experience: Moderate
• Basic understanding of LMS
• Mixed experience with online teaching

Concerns:
• Class management
• Limited time to try new things
Nahal
“I am excited but also nervous”

Online Teaching Experience: Novice
- Intimidated by engineering students
- Little to no teaching experience

Concerns:
- Building an effective online course and learning how to teach online

Key Traits:
- Eager to learn
- Comfortable with technology
- Confident in subject matter
- Open, excited, follows suggestions

Motivation: To gain confidence in teaching. Eager to learn.
Collaboration & Leadership Strategies
Summary
• Instructional designers have skills to provide transformative leadership.
  • Knowledge & application
  • Communication and collaboration
  • Ability to identify and appeal to individual needs

• QM’s research-based practices provide an excellent foundation to communicate a vision of quality course design.

• The ultimate goal is to transform followers into leaders.
Sources:


