BUILDING A CULTURE OF QUALITY ALIGNMENT, ALIGNMENT, ALIGNMENT

NOVEMBER 1, 2016
Agenda

• Background
  o About NIACC, about CampusWorks, about the Presenters
  o NIACC’s Title III Grant
  o The Challenge of Teaching

• Project Strategies
  o Articulating an Instructional Design Model
  o Aligning the LMS
  o Aligning a Course Development Checklist
  o Quality Matters
  o Faculty Development and Support

• Q&A
About the Presenters

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Patti Hanson is the Director of Online Learning, the Director of the NIACC Title III Project, and the QM Coordinator at North Iowa Area Community College, as well as an Instructor at Buena Vista University.

Dr. Nicholas C. Laudato is a Senior Assessment & Optimization Executive Leader with CampusWorks Inc, and an Adjunct Professor in the Graduate School of Public Administration at the University of Pittsburgh.
About NI ACC

Located in Mason City Iowa
Type: 2-year Public
Offers: Associate’s Degrees and Certificates
Students: 2,947 (all undergraduate)
  - 10% enrolled in only DE
  - 41% enrolled in some DE
Faculty: 72 FT and 65 PT
Source: 2015 IPEDS Survey
Founded in 1999, CampusWorks is dedicated to helping higher education overcome business and technological challenges that stand in the way of student success and completion.

Our Vision: *We improve society by making higher education accessible to everyone.*

Our Mission: *We collaborate with colleges and universities to transform the institutional environment so students, faculty, and staff thrive.*

www.campusworksinc.com
NIACC’s Title III Grant Goals

1. Increase **student success** in developmental and general education courses
2. Increase **faculty skills** in assessment, instructional methodologies, and technology
3. Increase **educational opportunities** delivered through alternate methodologies
4. Increase the use of **data to make decisions**
5. Increase revenue through increased **student retention** and enrollment
NIACC’s Title III Project Approach

- Improve student retention and student success, especially in developmental courses
- Increase adoption of instructional technology
  - 100% LMS Adoption
  - Classroom design and management
- Improve the quality of NIACC online/hybrid courses
  - Quality Matters
  - Instructional design model
  - Course development checklist
  - Canvas course template
“Distance” Education

Dedicated Tutor

Self Taught

Hours per Term for “Traditional” 3-credit Course

Face-to-Face 45 90 “Home” Work

Hours per Term for “Hybrid” 3-credit Course

Face-to-Face 23 112 “Home” Work

Hours per Term for “Online” 3-credit Course

Face-to-Face 0 135 “Home” Work
Knowledge of an Academic Discipline

- Theory
- Procedures
- Content
- Methods
- Context
- Rules
- Process
- Concepts
- Technologies
Challenge of Teaching

Theory
Content
Context
Process
Technologies
Management Skills
Assessment Skills
Communication Skills

Procedures
Methods
Rules
Concepts

Instructional Theory
Learning Theory
Instructional Technologies
Presentation Skills

Knowledge of the Discipline
Anecdote: Carnegie Tech becomes Carnegie Mellon

1972

Carnegie Institute of Technology + Mellon Institute of Industrial Research = Carnegie Mellon
Instructional Designer Role

Knowledge of the Discipline
- Theory
- Content
- Context
- Process
- Technologies

Methods
- Procedures
- Rules
- Concepts

Instructional Technologies

Presentation Skills

Management Skills

Assessment Skills

Communication Skills

Instructor Role

Learning Theory

Instructional Theory

Instructional Designer Role
Instructional Designer & Technologist Roles

Instructor Role

- Theory
- Content
- Context
- Process
- Technologies
- Management Skills
- Assessment Skills
- Communication Skills
- Presentation Skills

Instructional Designer Role

- Procedures
- Methods
- Rules
- Concepts

Instructional Technologist Role

- Instructional Theory
- Learning Theory

May I Help You?

Instructional Technologies
- LMS
- HTML5
- Content creation tools
Does your institution employ instructional designers? What are their roles?

Does your institution employ instructional technologists? How does this role differ from the role of an ID?

Have you articulated/adopted an ID model and process?

Have you created a course development checklist?

What is your LMS?

Do you use course design templates?

Do you provide training to faculty in ID and your LMS? Is training required to teach online and/or in hybrid mode?

Has your institution formally adopted QM?

http://tinyurl.com/QMCultureQ
Adaptation of the CampusWorks Instructional Design Model and Process

- Based on Process Model for the Individualization of Curriculum
  - Originally developed by Dr. Doris T. Gow at the University of Pittsburgh’s Learning Research and Development Center (LRDC).
  - Used in the University External Studies Program (a distance education program based on the British Open University model).
  - Refined and updated to address online learning scenarios.
- Shares characteristics of the Understanding by Design model developed by McTighe & Wiggins (1998).
Instructional Design Model

1. Goals and Objectives
2. Instructional Activities
3. Learner
4. Assessment of Learning
Instructional Design Model

Learning Theory → Goals and Objectives → Instructional Theory

Instructional Activities → Learner → Assessment of Learning
Goals and Objectives

- Derive goals and objectives from the desired course outcomes.
- Review students’ entry-level skills.
- Review institutional curricular goals.
- Establish measurable instructional objectives.
- Analyze the objectives for level, relationships, and prerequisites.
Assessments

- Provide evidence and validation that the student learning outcomes have been achieved.
- Articulate formative and summative evaluation measures.
- Ensure assessments align with the course goals and objectives.
Instructional Activities

• Identify instructional strategies, media, technology, and instructional activities.
• Guide learners from their entry level states to the fulfillment of the goals and objectives.
• Provide purposeful action and effective instructional materials.
Align Components

Goals and Objectives

Instructional Activities

Assessment of Learning
Instructional Design Life Cycle

1 - Course Development
- Plan the Course
  - Create syllabus
  - Outline objectives, modules, and assessments
  - Create sample module
  - Go/no-go decision
- Develop the Course
  - Articulate and analyze enabling objectives
  - Create course materials, assessments, learning activities, mediated materials
- Quality Assurance
  - Edit materials
  - Verify resources
  - Plan formative evaluation measures
- Offer the course
  - Collect formative evaluation data

2 - First Offering

3 - Revision
- Revise the course
  - Analyze formative evaluation data
  - Revise as needed

4 - Conduct Quality Matters Review
Roles of Instructor and ID during Planning Stage

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Instructional Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine course goals</td>
<td>Review and analyze course goals</td>
</tr>
<tr>
<td>Determine instructional methods</td>
<td>Suggest appropriate instructional methods</td>
</tr>
<tr>
<td>Outline instructional materials</td>
<td>Review and provide feedback on syllabus and sample module</td>
</tr>
<tr>
<td>Develop course syllabus</td>
<td>Suggest appropriate synchronous components</td>
</tr>
<tr>
<td>Develop a sample module</td>
<td>Review and revise timeline</td>
</tr>
<tr>
<td>Outline synchronous components</td>
<td></td>
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</tbody>
</table>
Roles of Instructor and ID during Development Stage

Instructor
- Articulate instructional objectives
- Select strategies and methods
- Select course texts, readings, etc.
- Obtain copyright clearance
- Write course assessments and rubrics
- Organize Canvas course site
- Create interactive components
- Create summative evaluations

Instructional Designer
- Assist in articulating objectives
- Assist in identifying and analyzing enabling objectives
- Review and provide feedback on course assessments and rubrics
- Ensure that objectives, activities, and assessments *align*
- Review and provide feedback on summative evaluations
Roles of Instructor and ID during QA Stage

**Instructor**
- Review the course against the NIACC Course Development Checklist
- Review materials for **accuracy and completion**
- Review **alignment** among objectives, activities, and assessments
- Create **formative evaluation** measures and instruments

**Instructional Designer**
- Assist in:
  - Reviewing the course against the NIACC Course Development Checklist
  - Reviewing materials for **accuracy and completion**
  - Reviewing **alignment** among objectives, activities, and assessments
  - Creating **formative evaluation** measures and instruments
### Roles of Instructor and ID during First Offering

#### Instructor
- Teach the course
- Make **ad hoc** changes to:
  - Collaborative components
  - Social components
- Make ad hoc corrections to typos and errors
- Collect **formative evaluation** data

#### Instructional Designer
- Be available for **consultation** with instructor as needed
- Review **formative evaluation results** and recommend ad hoc adjustments
Roles of Instructor and ID during Revision

**Instructor**
- Review all formative evaluation data
- Revise the course based on teaching experience and analysis of formative evaluation data

**Instructional Designer**
- Review all formative evaluation data
- Recommend revisions based on analysis of formative evaluation data
NI ACC Checklist for Course Development

Checklist for Course Development

This checklist is intended to aid the instructor, instructional designer, and instructional technologist in ensuring the quality of an online course. This checklist is based on research and best practices in online course development and online teaching in higher education.

Course Subject/Number/Title: Click here to enter text.
Semester: Click here to enter text.
Instructor(s): Click here to enter text.

1: Program and College Information

This section lists information that should be consistent across all courses in the college, academic program, and/or department.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Check</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are provided an orientation to Canvas.</td>
<td></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Students are provided technology support information.</td>
<td></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Students are provided support services information.</td>
<td></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Students are provided Library resources information.</td>
<td></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Branding (look and feel) is consistent across courses in the college, department, and/or academic program.</td>
<td></td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>All courses link to the college, program, and “Online”</td>
<td></td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>
NIACC's Instructional Design...

Welcome to NIACC's Instructional Design Model and Process

This course provides opportunities for learners to:

- Apply the attributes of online learning that are distinguished from a traditional classroom.
- Develop objectives, teaching strategies, and forms of assessment that are aligned.
- Develop an initial plan for the online instruction of your course.
- Evaluate the quality of a given course against given standards.

Notes for Learners:

- The Syllabus is available for your review in the navigation bar.
- Start your studies by reviewing the Start Here Module found in the Modules link on the Navigation Bar located on the left side of your screen. Also, you can find links to Modules by clicking here. Modules List
- If you need technical assistance, contact the NIACC Helpdesk.
Template Experiences at Other Institutions

- Students report problems when finding course requirements is a “scavenger hunt”
- Students like the predictability and clarity that adherence to a course template brings
- Templates embody the structure and components of a quality course
Quality Matters Rubric

- Institutional commitment to the Quality Matters process
  - Improve the design of online/hybrid NIACC courses
  - Thirteen NIACC faculty and staff being trained in QM Peer Review process
Aligning for Quality

NIACC Checklist for Course Development

NIACC ID Model

Your Course

NIACC Course Template

Quality Matters Rubric
Instructional Development = Faculty Development

Core Fac Dev Courses
• NIACC’s Instructional Design Model and Process
• Using NIACC’s Canvas Platform Effectively
• Using Assessments, Outcomes, and Rubrics in Canvas
• Student Engagement and Interaction in Canvas

Elective Fac Dev Courses
• Integrating Service Learning into Your Course
• Introducing Competency-Based Instruction
• Using Rich Media Capture Effectively
• Using NIACC’s WebEx Platform Effectively
• Building an Accessible Course
Questions?
Feedback?
Input?
Comments?