BUILDING A CULTURE OF QUALITY ALIGNMENT, ALIGNMENT, ALIGNMENT

NOVEMBER 1, 2016

Agenda

- Background
  - About NIACC, about CampusWorks, about the Presenters
  - NIACC's Title III Grant
  - The Challenge of Teaching
- Project Strategies
  - Articulating an Instructional Design Model
  - Aligning the LMS
  - Aligning a Course Development Checklist
  - Quality Matters
  - Faculty Development and Support
- Q&A

About the Presenters

Patti Hanson
HansoPat@niacc.edu

North Iowa Area Community College

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.
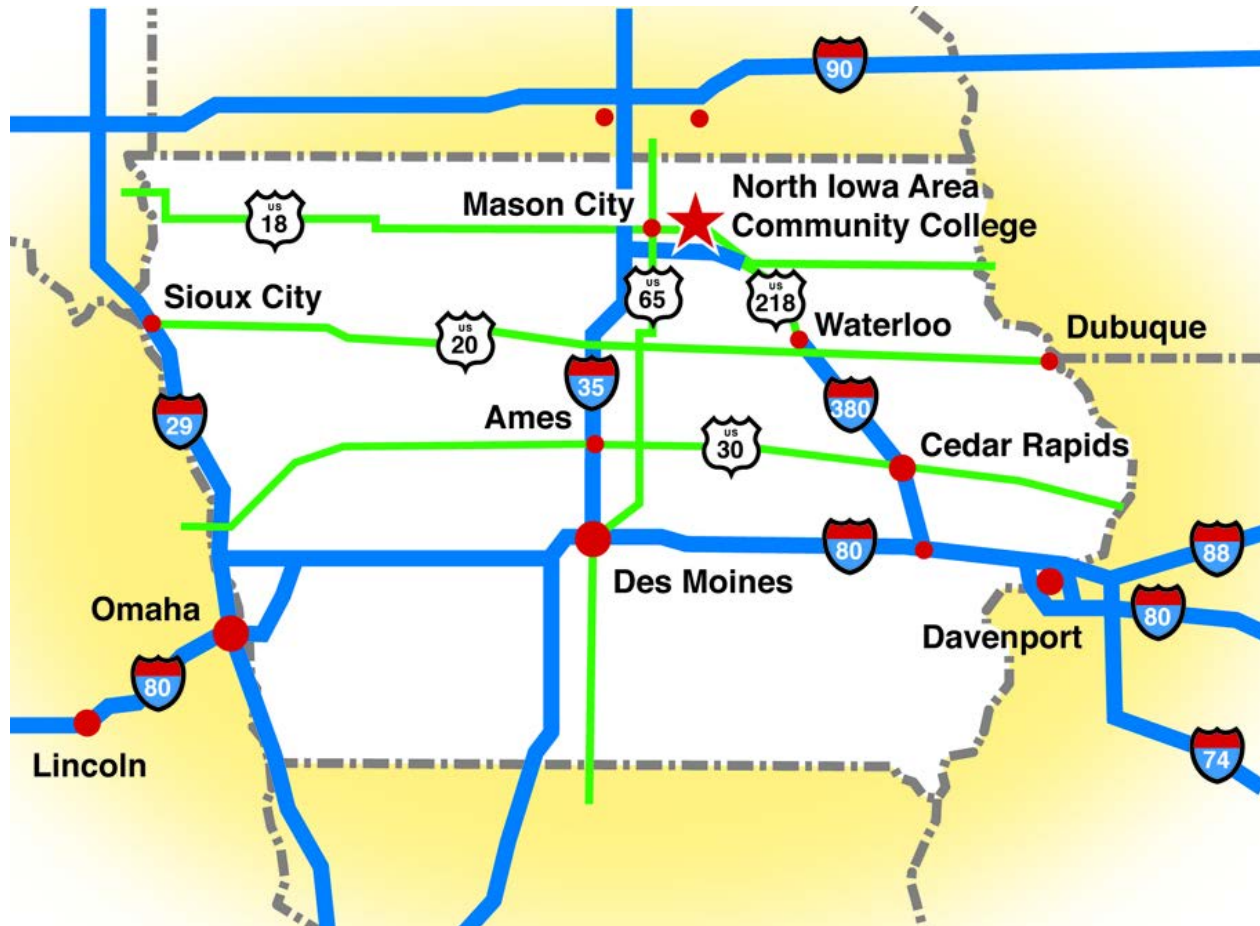
Nick Laudato
LaudaNic@niacc.edu

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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 NIACC

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

About CampusWorks

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
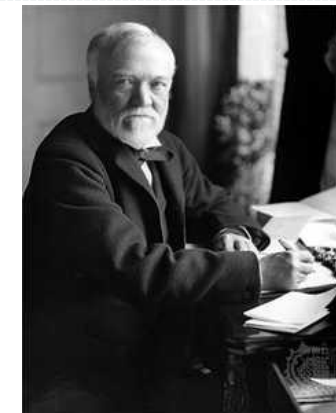 - Canvas course template

"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

Theory

Procedures

Content

Instructional Theory

Methods

Context

Knowledge of the Discipline

Rules

Learning Theory

Process

Concepts

Technologies

Instructional Technologies

Management Skills

Presentation Skills

Assessment Skills

Communication Skills
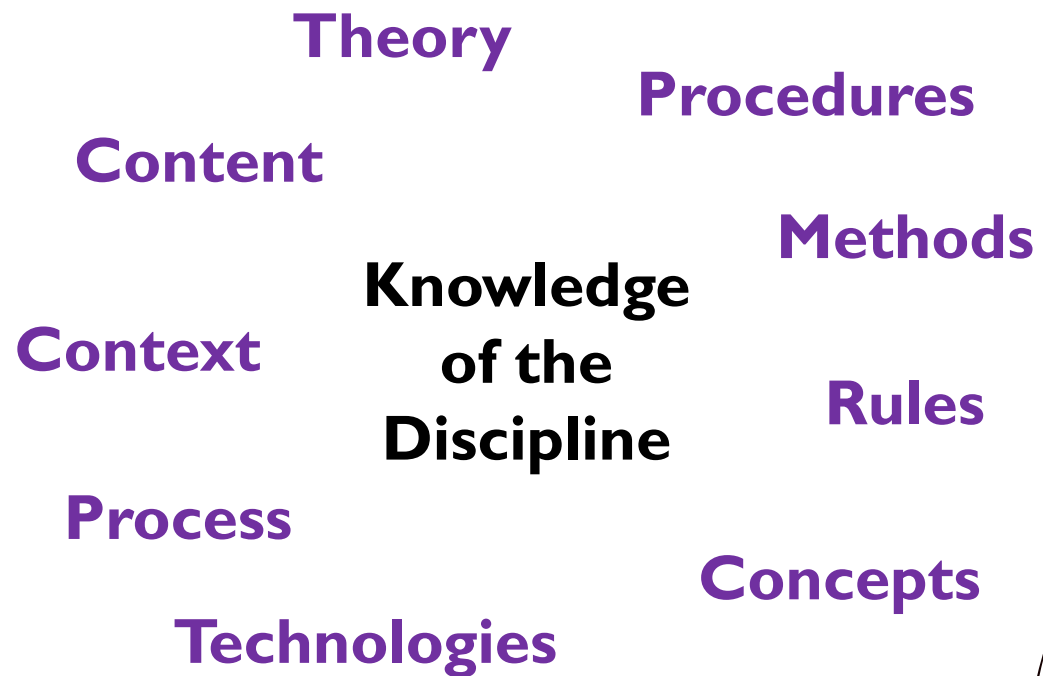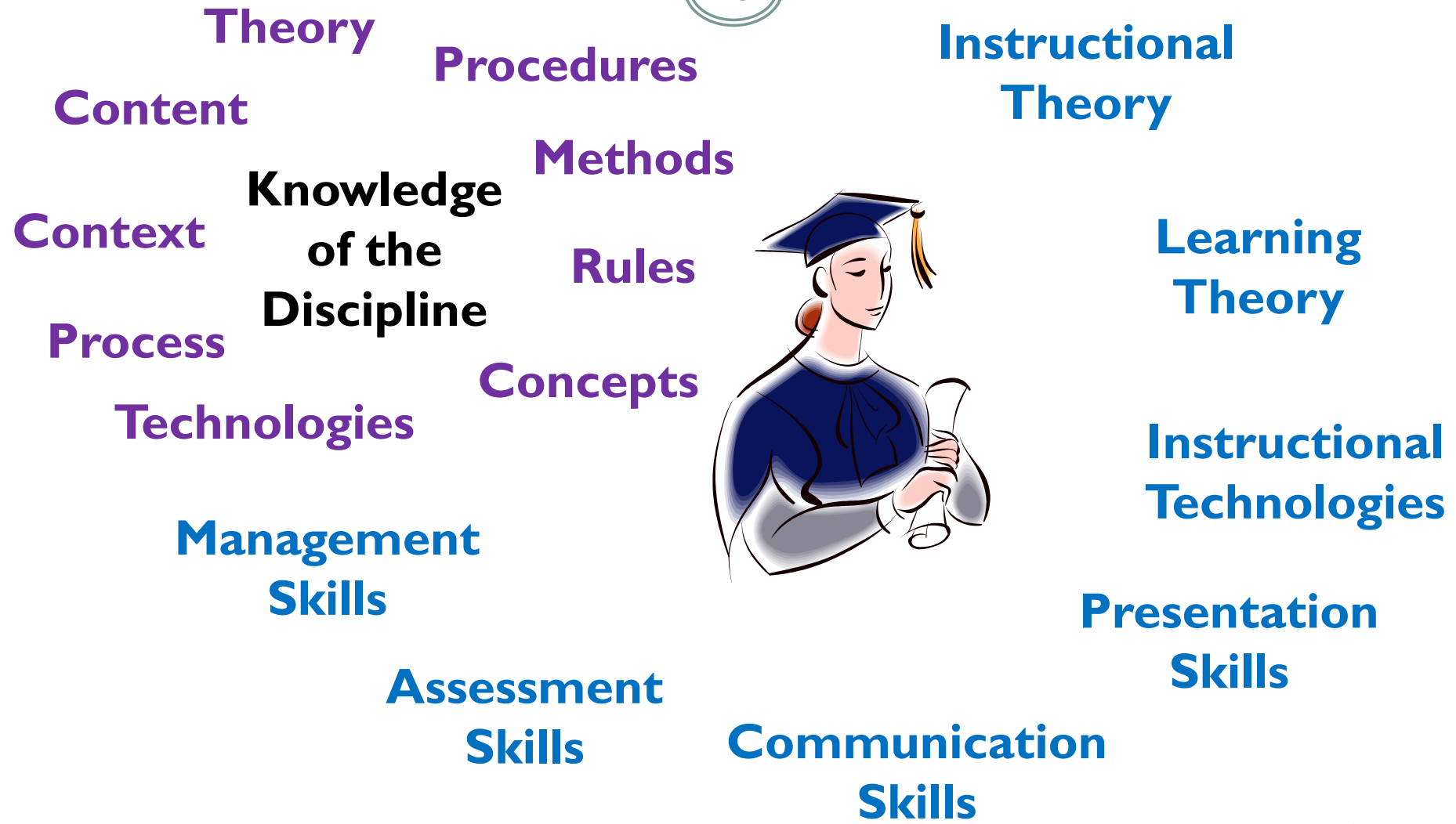
Anecdote: Carnegie Tech becomes Carnegie Mellon

1972

Carnegie Institute of Technology

+

Mellon Institute of Industrial Research

=
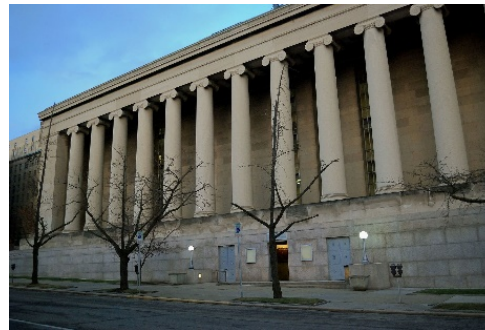
Carnegie Mellon

Instructional Designer Role

Theory

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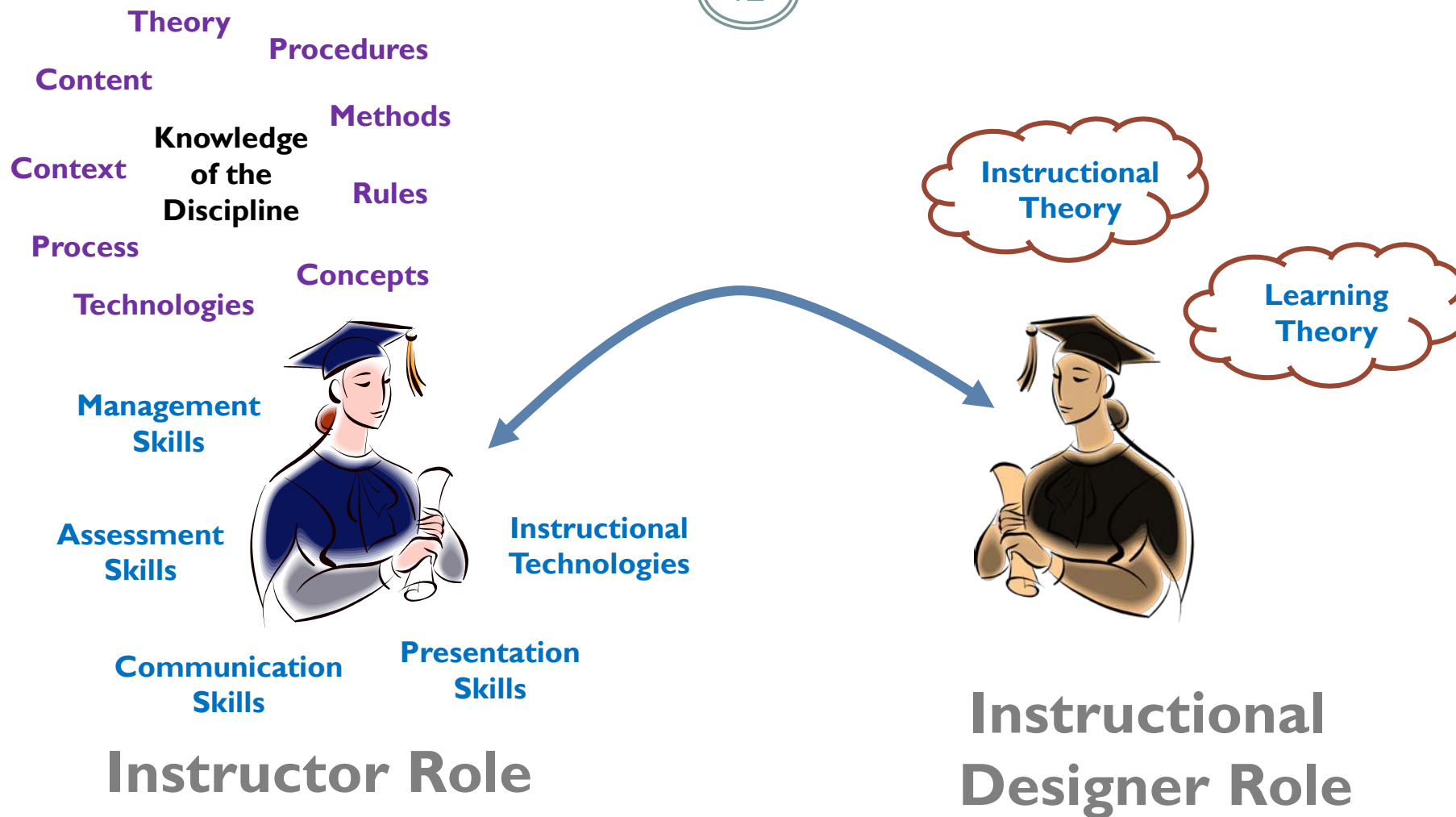
Instructor Role

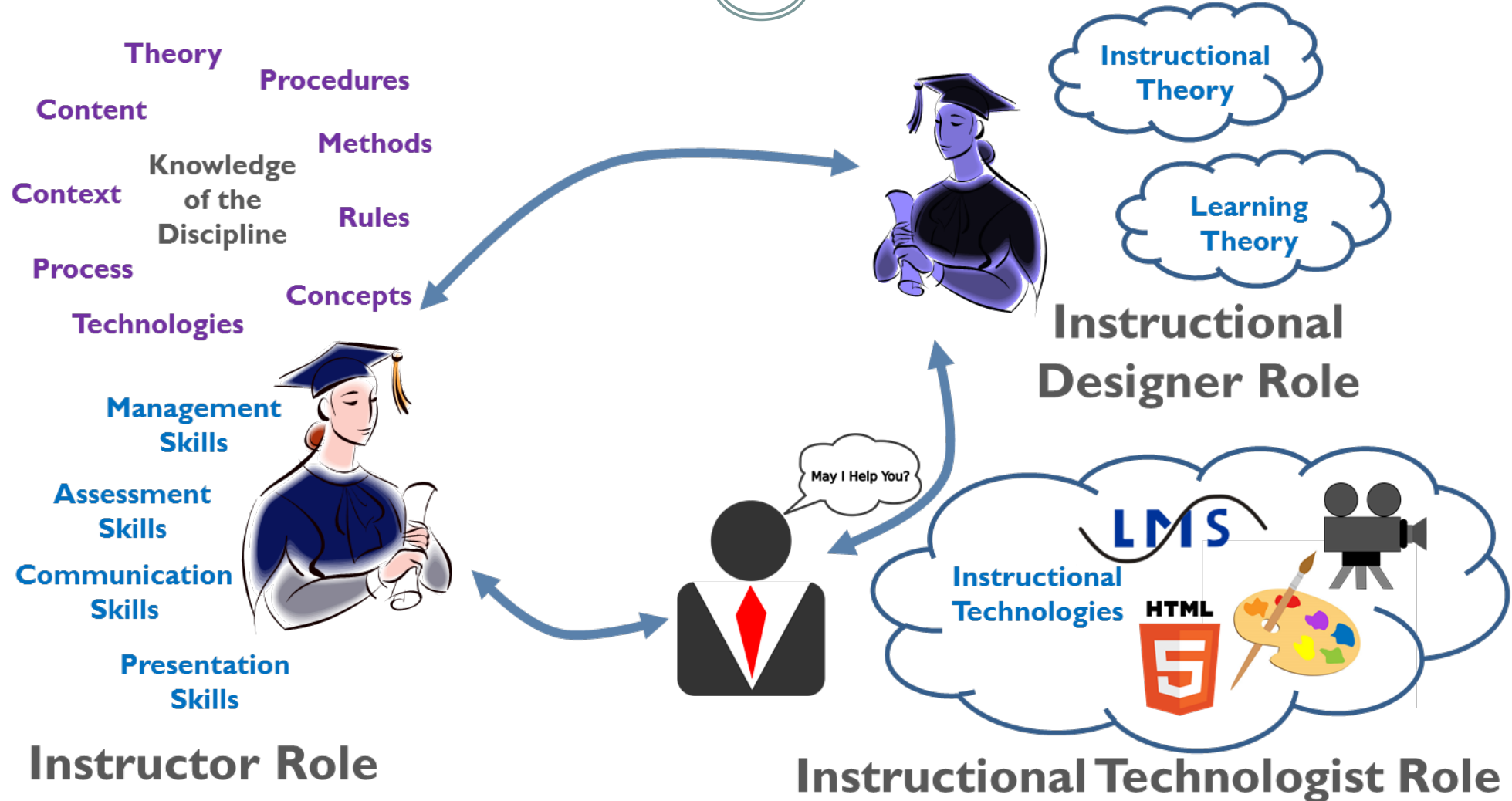Instructional Theory

Learning Theory

Instructional Designer Role

Instructional Designer & Technologist Roles

Group Discussion

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?
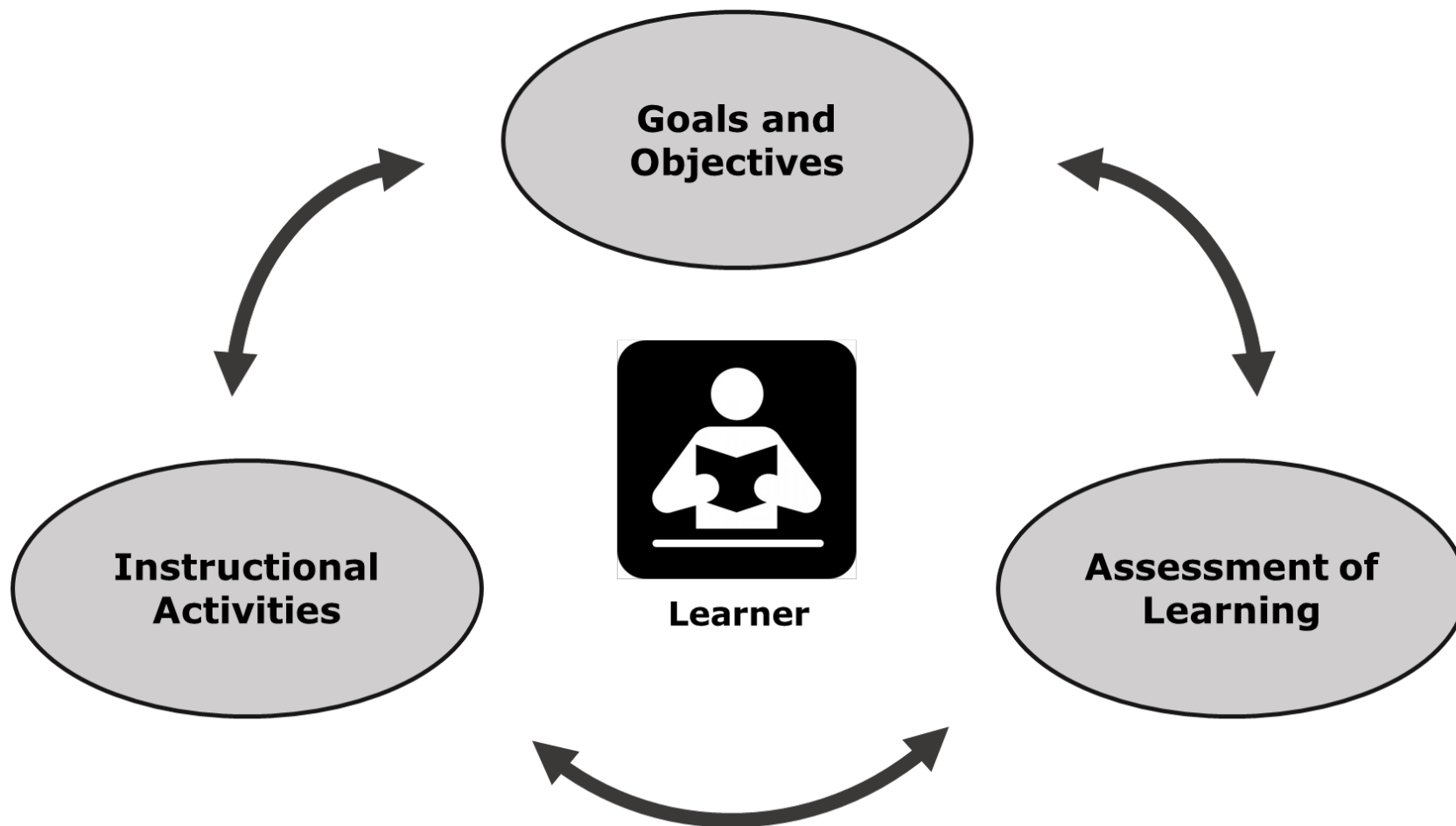
Has your institution formally adopted QM?

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).
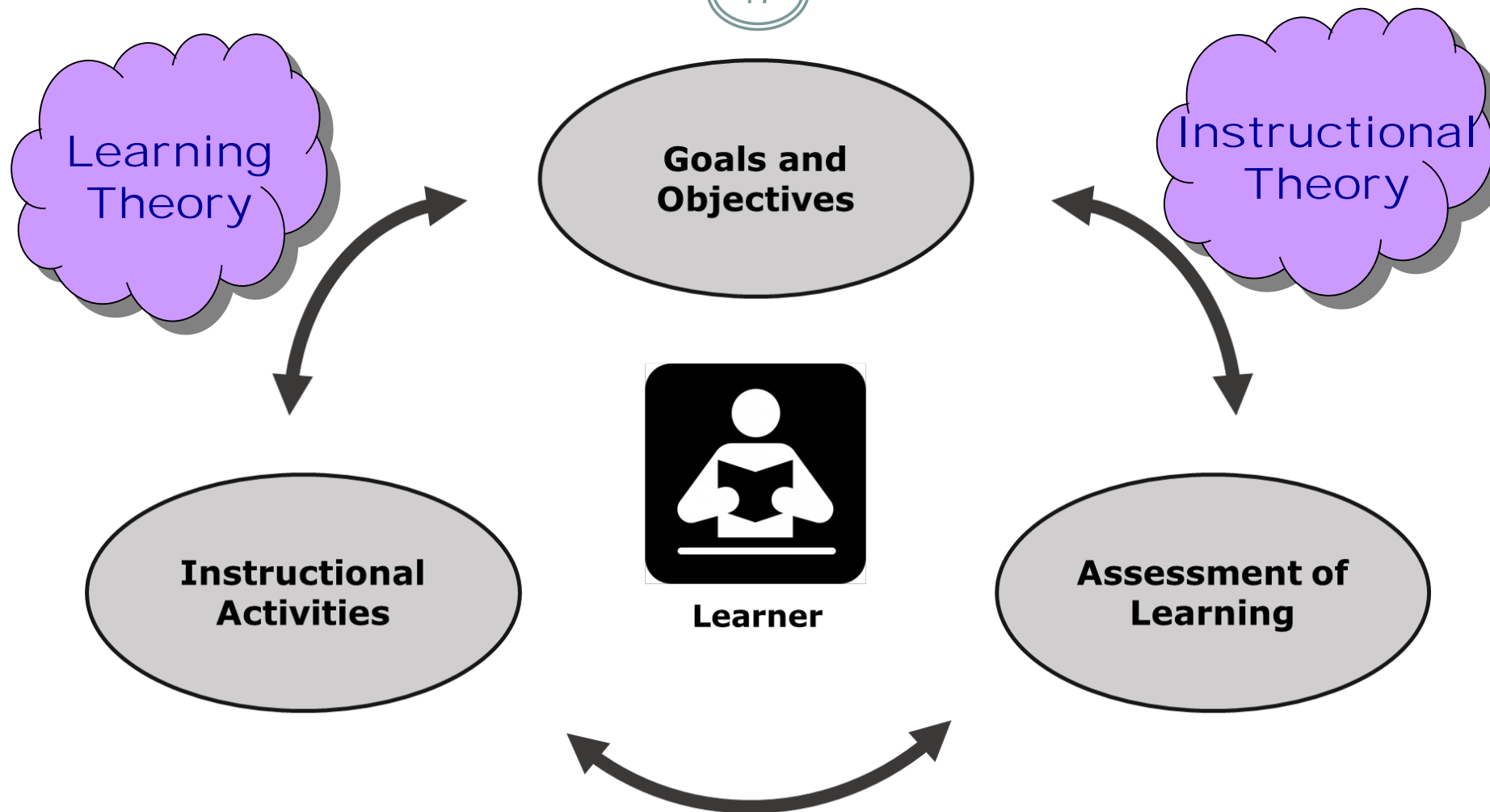
Instructional Design Model

Instructional Design Model

Learning Theory

Goals and Objectives

Instructional Theory

Instructional Activities

Learner

Assessment of Learning
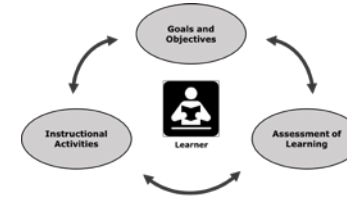
Goals and Objectives

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

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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.

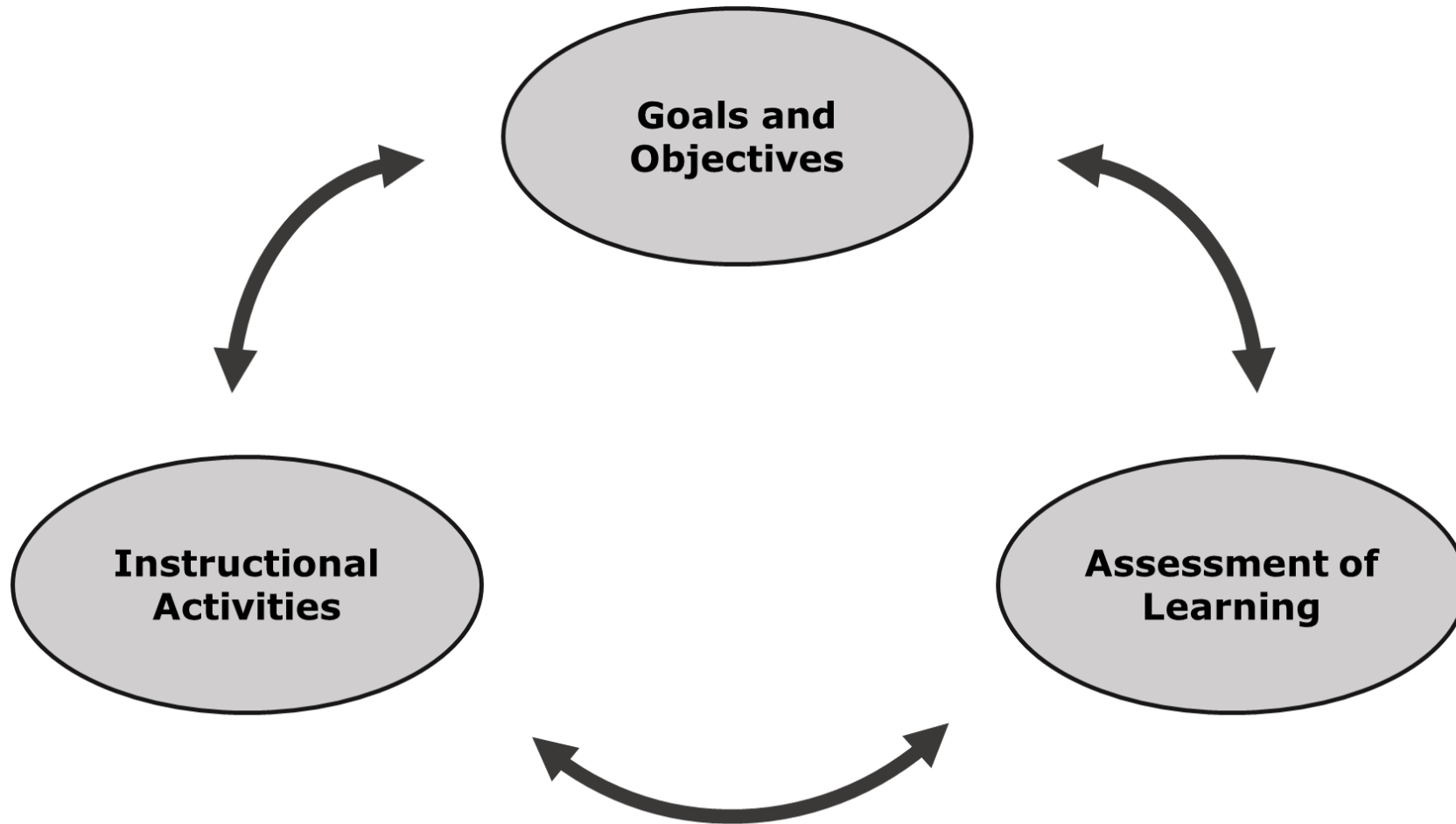North Iowa Area Community College
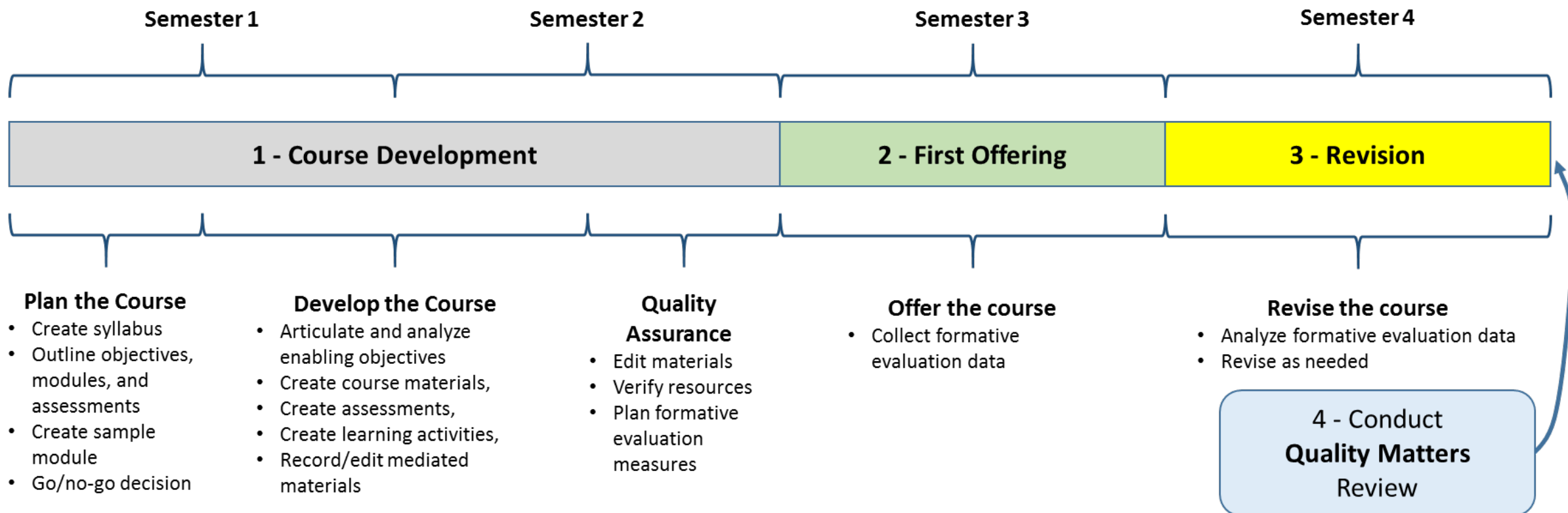
Instructional Activities

- 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

Instructional Design Life Cycle

| | Semester 1 | Semester 2 | Semester 3 | Semester 4 |

| 1 - Course Development | 2 - First Offering | 3 - Revision |

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,
- Create assessments,
- Create learning activities,
- Record/edit mediated materials

Quality Assurance
- Edit materials
- Verify resources
- Plan formative evaluation measures

Offer the course
- Collect formative evaluation data

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

4 - Conduct **Quality Matters** Review

Roles of Instructor and ID during Planning Stage

Instructor

- Determine course goals
- Determine instructional methods
- Outline instructional materials
- Develop course syllabus
- Develop a sample module
- Outline synchronous components
- Plan development timeline

Instructional Designer

- Review and analyze course goals
- Suggest appropriate instructional methods
- Review and provide feedback on syllabus and sample module
- Suggest appropriate synchronous components
- Review and revise timeline

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

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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

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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

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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 base on analysis of formative evaluation data

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QM

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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.

Criteria	Check	Notes
Students are provided an orientation to Canvas.	☐	Click here to enter text.
Students are provided technology support information.	☐	Click here to enter text.
Students are provided support services information.	☐	Click here to enter text.
Students are provided Library resources information.	☐	Click here to enter text.
Branding (look and feel) is consistent across courses in the college, department, and/or academic program.	☐	Click here to enter text.
All courses link to the college, program, and "Online	☐	Click here to enter text.

NIACC Course Template

Home Page

Syllabus

Modules

FACDEV-ID-PROCESS

TrainingTerm

Home
Announcements
Syllabus
Modules
Grades
Outcomes
Assignments
Discussions
People
Pages
Files
Quizzes
Conferences
Collaborations
Settings

Dashboard
Courses
Admin
Calendar
Inbox
Commons
Account

https://niacc.instructure.com/profile

NIACC's Instructional Design...   ✏ Edit   ⚙ ▾

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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 ↗

↪ Import from Commons
⊙ Choose Home Page
⩘ View Course Stream
❓ Course Setup Checklist
📢 New Announcement
📈 View Course Analytics

To Do

✔ Grade Module 2 Assignment ✕
   3 need grading
✔ Grade Module 3 Discussion ✕
   1 needs grading
✔ Grade Module 2 Discussion ✕
   3 need grading
✔ Grade Module 4 Discussion ✕
   5 need grading

Coming Up   📅 View Calendar

Nothing for the next week

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Module Template – Start Here

Module Template

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

NIACC Course Template

Your Course

Quality Matters Rubric

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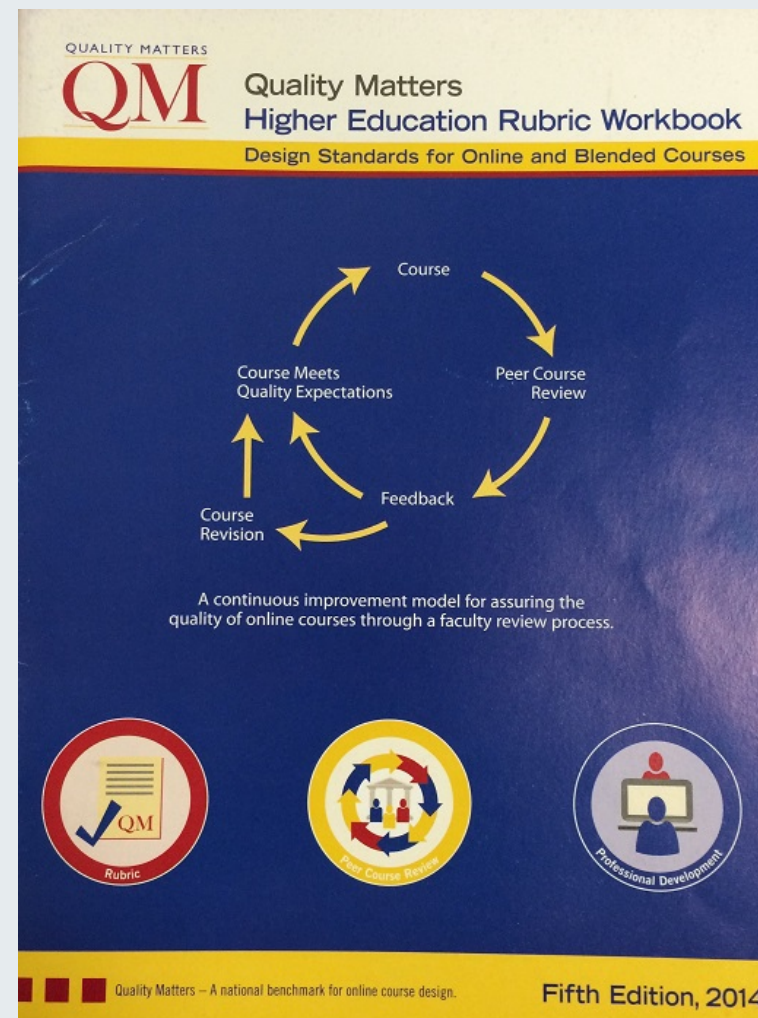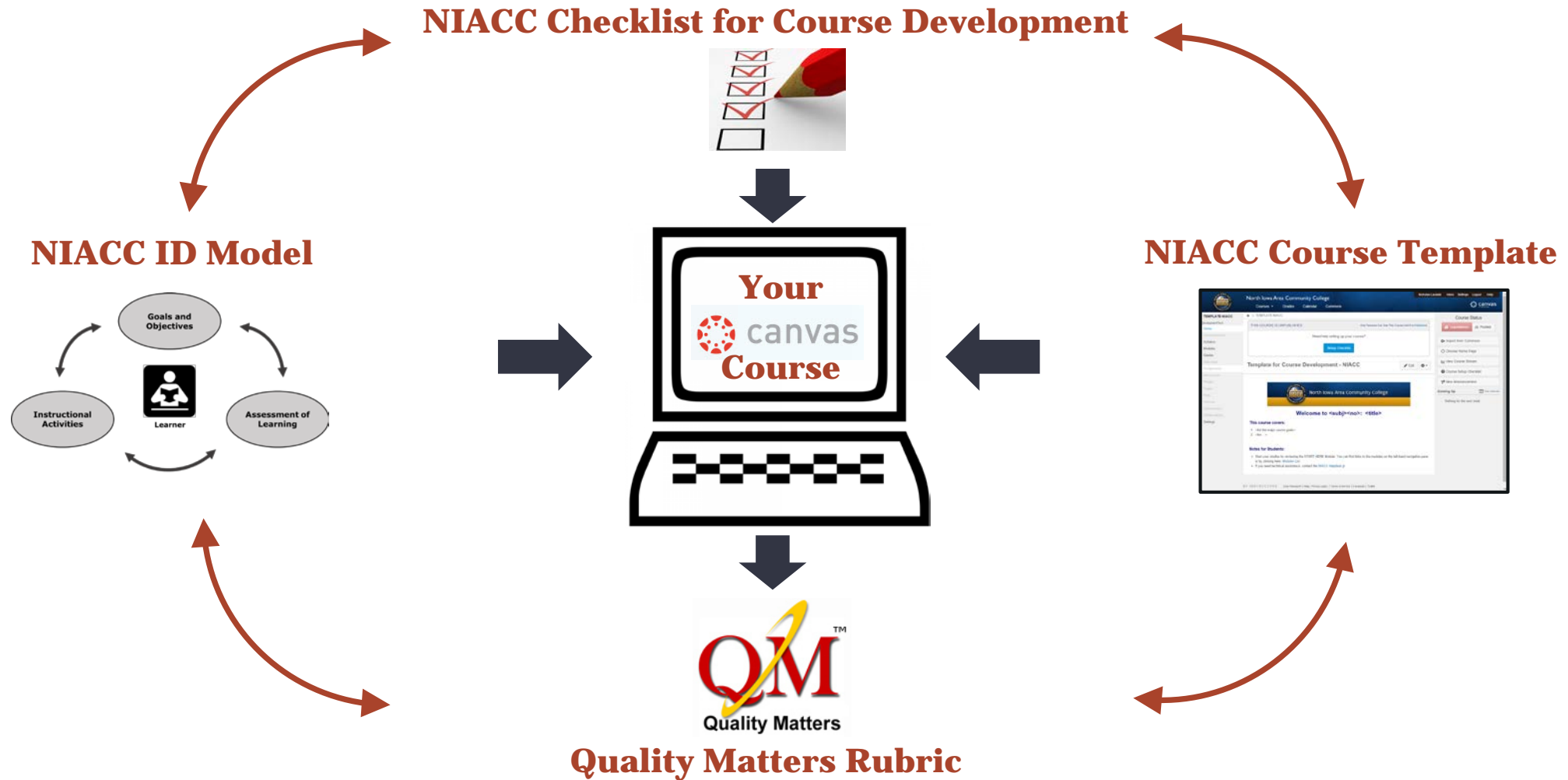
Instructional Development = Faculty Development

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

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Questions?
Feedback?
Input?
Comments?

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