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

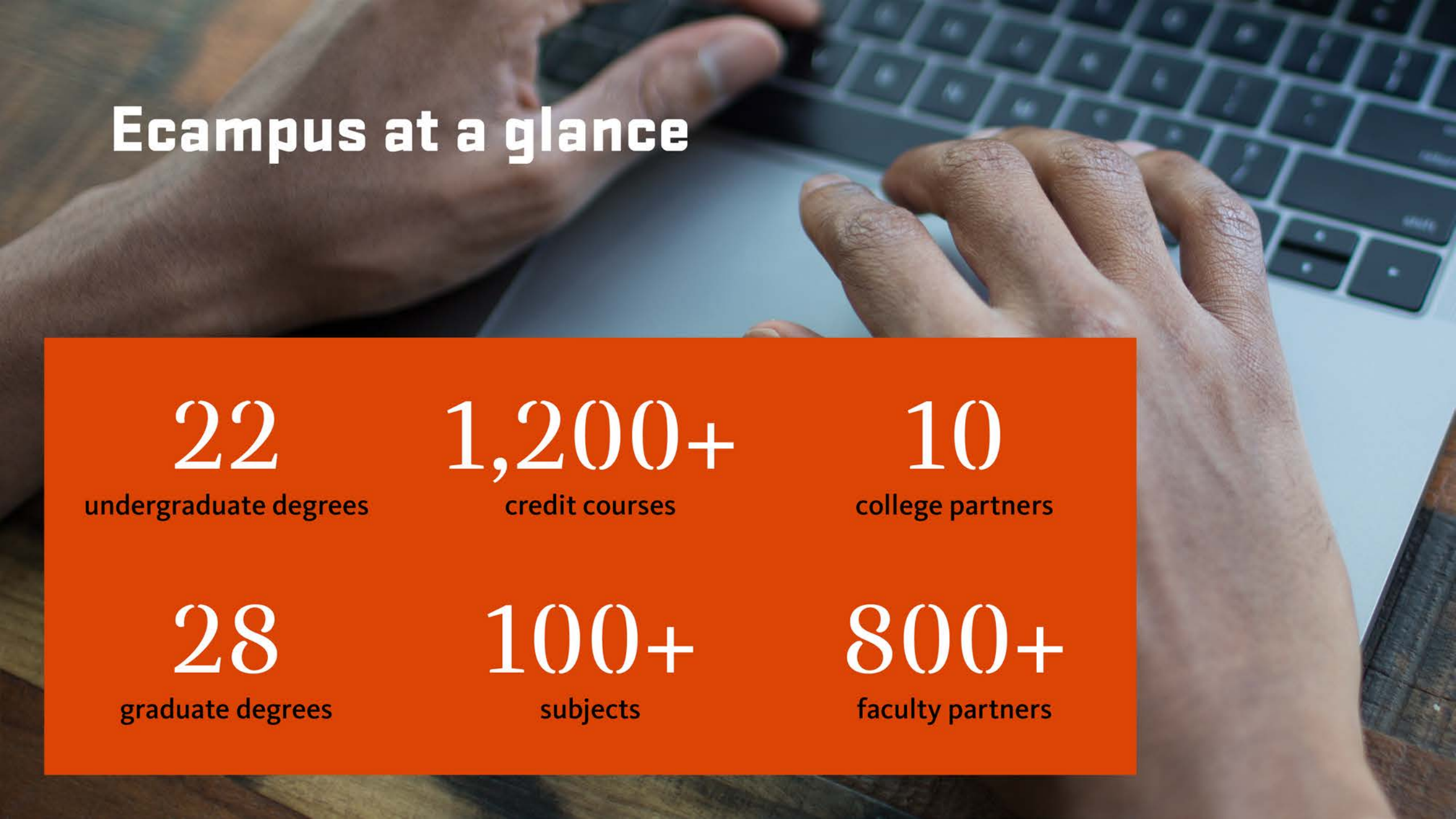
9,000+ students

5,000+ degrees earned

BEST ONLINE PROGRAMS
U.S.News & WORLD REPORT
BACHELOR'S
2018

ecampus.oregonstate.edu

Oregon State University



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

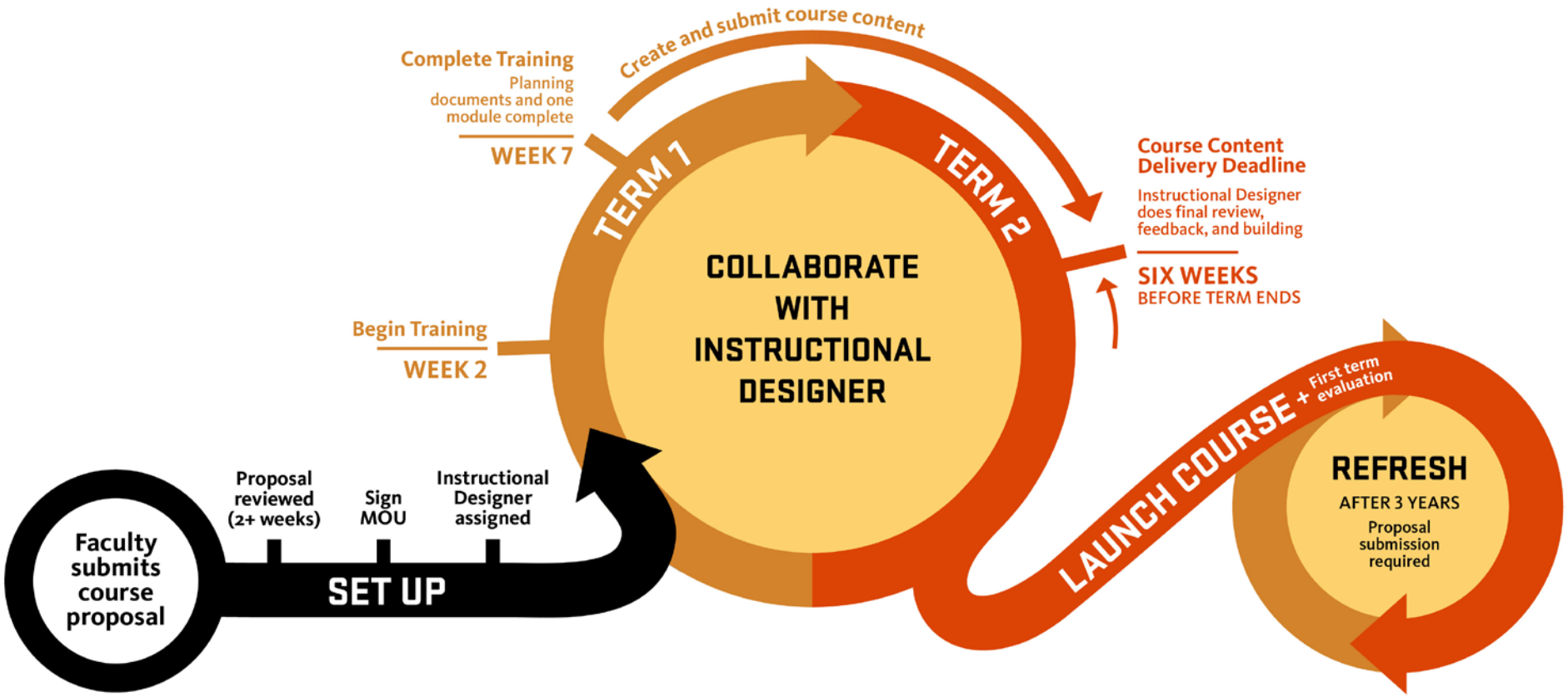
OPEN OREGON STATE
Open educational resources

ECAMPUS RESEARCH UNIT
Online educational research

Units -

- Program Insights
- Marketing and Enrollment Services
- Student Success Team
- **Course Development and Training**
- Administration and Support Services

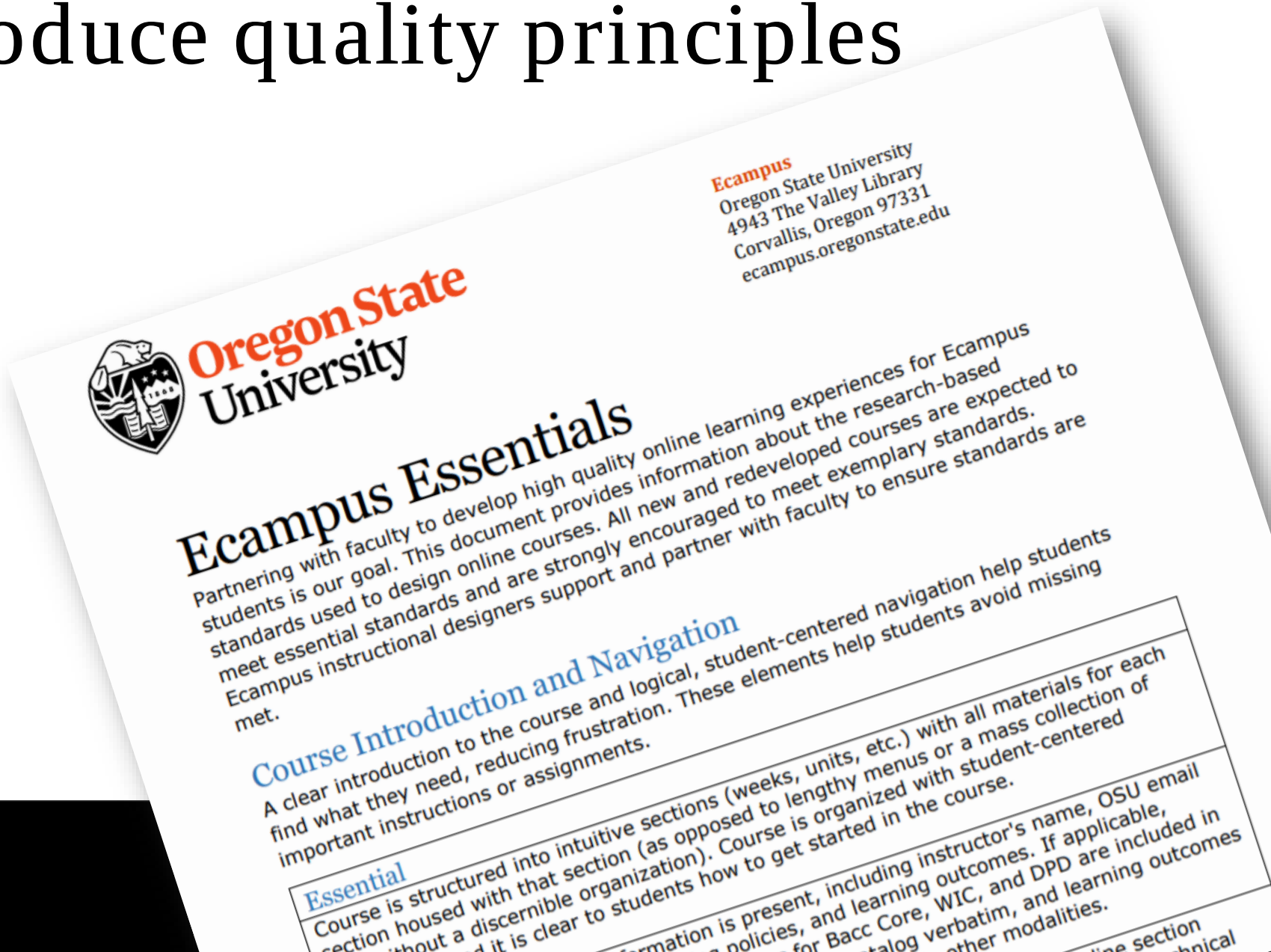
Course Development Process



Tools to introduce quality principles

Tools to introduce quality principles

Ecampus Essentials



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Ecampus Essentials

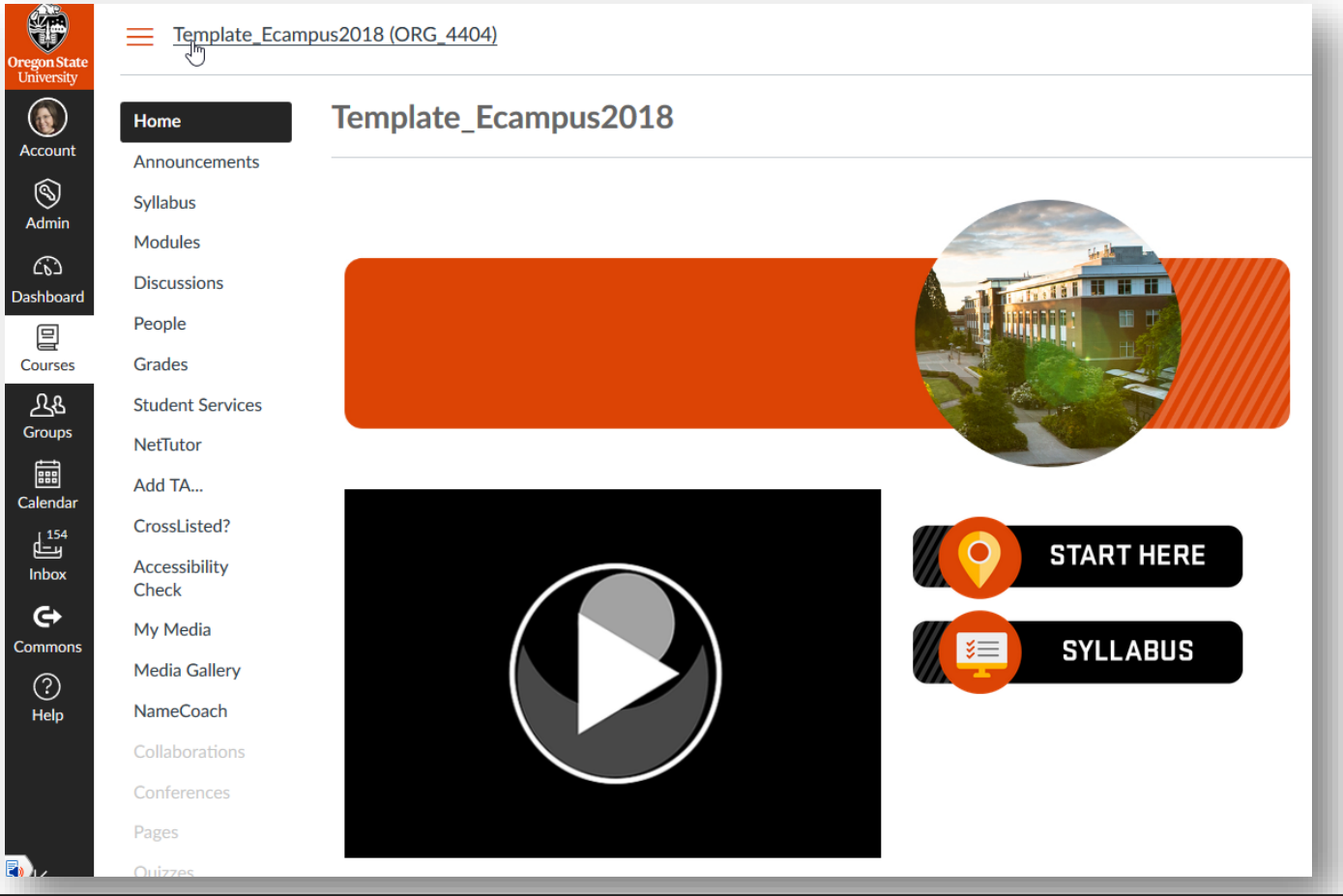
Partnering with faculty to develop high quality online learning experiences for Ecampus students is our goal. This document provides information about the research-based standards used to design online courses. All new and redeveloped courses are expected to meet essential standards and are strongly 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 without a discernible organization). Course is organized with student-centered and it is clear to students how to get started in the course.
formation is present, including instructor's name, OSU email policies, and learning outcomes. If applicable, for Bacc Core, WIC, and DPD are included in talog verbatim, and learning outcomes other modalities.
line section chnical

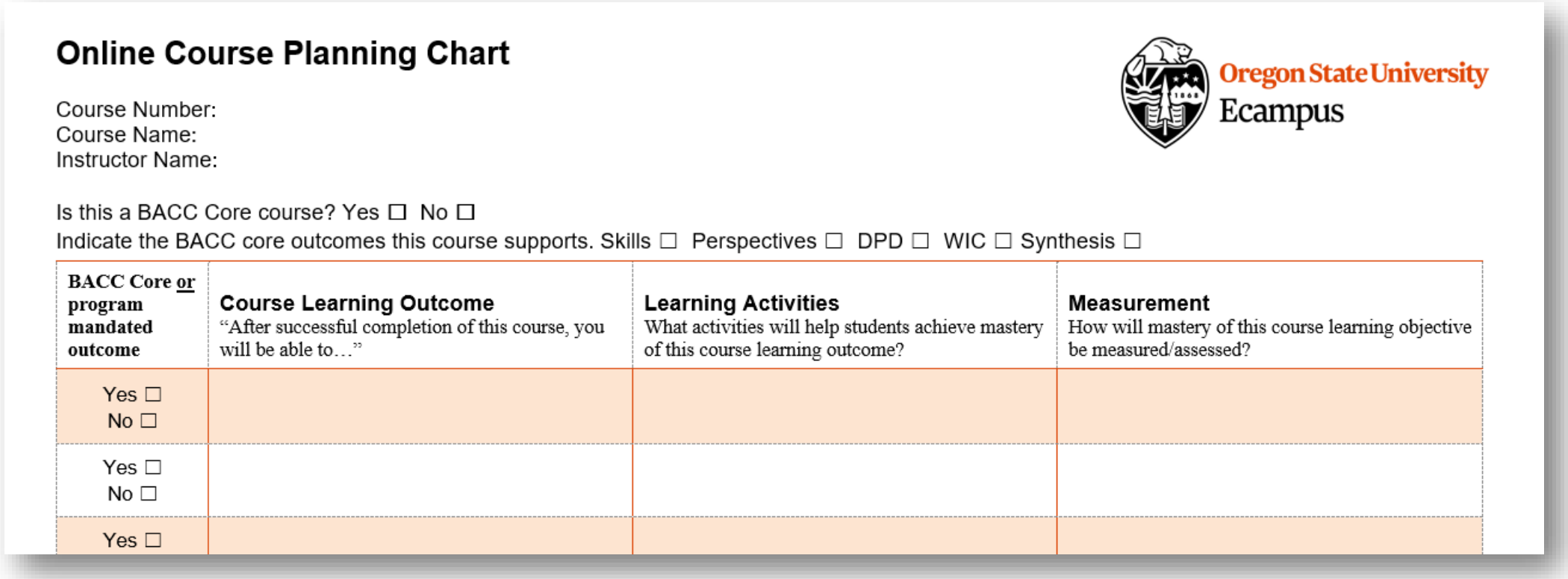
Tools to introduce quality principles



Ecampus course template

Tools to introduce quality principles

Course planning chart



Online Course Planning Chart

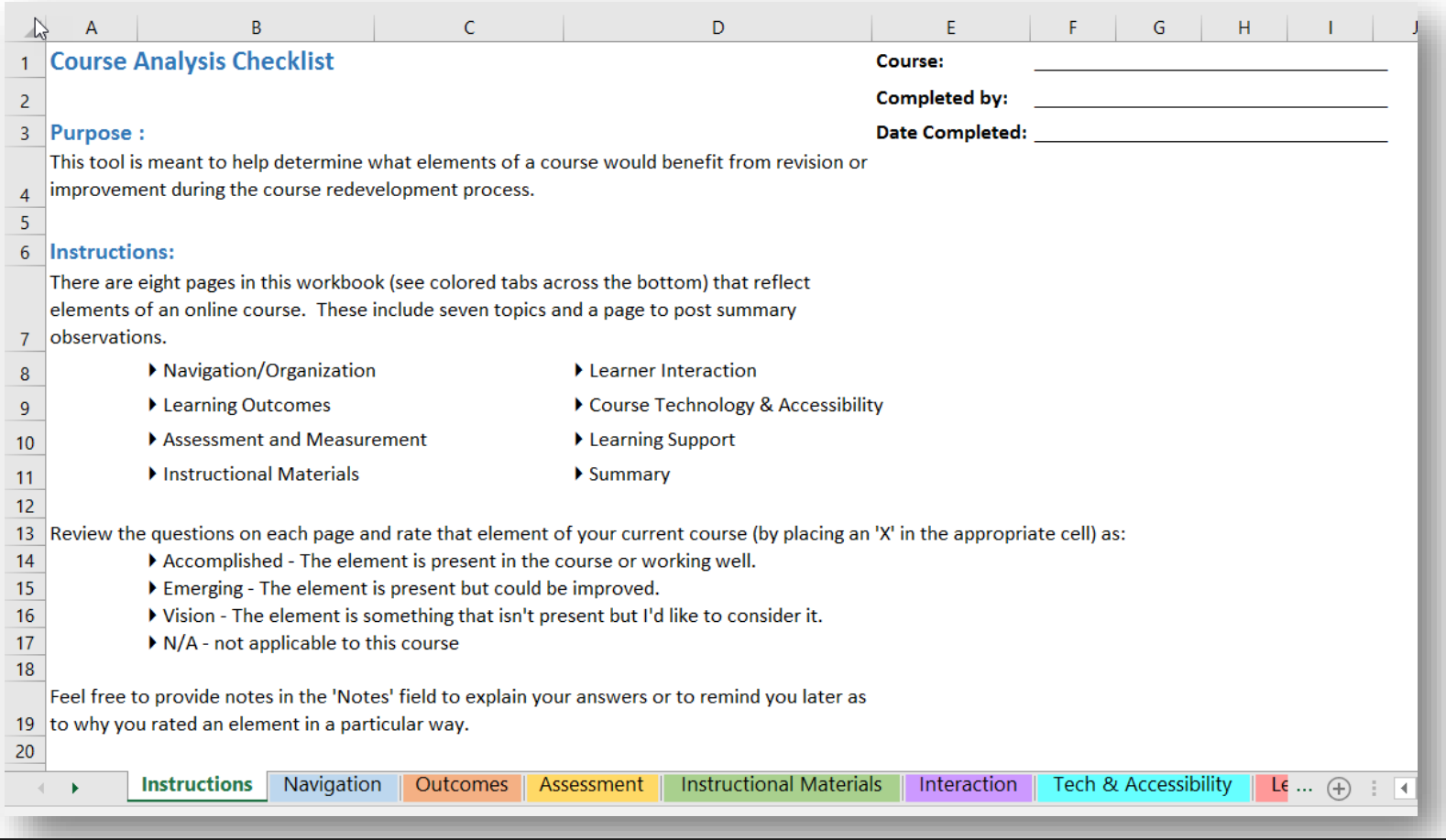
Oregon State University Ecampus

Course Number:
Course Name:
Instructor Name:

Is this a BACC Core course? Yes ☐ No ☐
Indicate the BACC core outcomes this course supports. Skills ☐ Perspectives ☐ DPD ☐ WIC ☐ Synthesis ☐

BACC Core or program mandated outcome	**Course Learning Outcome** "After successful completion of this course, you will be able to…"	**Learning Activities** What activities will help students achieve mastery of this course learning outcome?	**Measurement** How will mastery of this course learning objective be measured/assessed?
Yes ☐ No ☐			
Yes ☐ No ☐			
Yes ☐			

Tools to introduce quality principles



Course Analysis Checklist

Course: _____

Completed by: _____

Date Completed: _____

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.

Instructions | Navigation | Outcomes | Assessment | Instructional Materials | Interaction | Tech & Accessibility | Le ...

Course analysis checklist

Leadership & Instructional Design

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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

Transformative Leadership

- Promoting change in individuals and groups
- Turning followers into leaders

Exploring faculty personas

Key Traits:

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

Motivation: Committed to quality

Margaret
“I want to do it myself”

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”

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.

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

Collaboration & Leadership Strategies

Summary

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- 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.

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