Developing an Online Degree Program: Design, Delivery, Unique Features

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Masters Degree in Instructional Design and Technology
• Background/Overview—JoAnn Carter-Wells
• History — JoAnn Carter-Wells
• Design—JoAnn Carter-Wells
• Delivery—JoAnn Carter-Wells
• Program Site — Karen Ivers
  – http://msidt.fullerton.edu
• Sample Course — IDT 520—Karen Ivers
• Unique Features & Student Feedback—Joyce Lee
• Research Opportunities—Joyce Lee
• Discussion/Questions & Answers
Background and Overview

- Large, urban, comprehensive BA and Master’s degree institution (33,000 students, 1,800 faculty).
- As part of a 23-campus state system, other sister campuses began launching online degree programs.
- In 2001, Vice President for Academic Affairs set a goal of developing two new online degree programs.
- School of Education was invited to be the pilot program.
Logistics

• WHO? Support came from the top administrative levels. In addition, Academic Affairs (AA) joined with University Extended Education (UEE) for funding.
• WHO ELSE? The Associate Dean in the College was charged with convening and working closely with a subgroup of interdisciplinary Education faculty and a faculty workgroup manager.
• WHEN? The workgroup met intensively each week during the summer and regular semesters.
• HOW? All faculty members of the workgroup were compensated for their time with funds from AA and UEE.
Chronology of Major Activities

- Faculty workgroup developed curriculum, wrote course proposals (summer 2001), and began campus program approval process (fall 2001);
- Conducted market survey, developed program features, admissions criteria, and assessments; created website; implemented administrative support and infrastructure (fall and spring semesters);
- Secured campus approval (spring 2002);
- Secured Western Association of Schools and Colleges (WASC) accreditation (summer 2002);
- Admitted 23 students who attended the on-campus orientation and began the program on September 13, 2002!
Program Design

• MSIDT Degree is an online program
• Core Classes and Sequence combines theory and practice in Instructional Design so graduates will become experts in designing instructional programs and materials for optimum learning in an electronic environment.
• 30-unit Fully Accredited Program-WASC
Masters in Instructional Design
Course Sequence

- 10 Courses
- IDT prefix
- 20 month consecutive program in 5 term segments
- 2 courses/term segment
- Sequential cohort-based theory and practice courses culminating with a project/practicum
- Boot Up Camp- Orientation, program resources, training, advising
- Midpoint Symposium-advising, focus groups, project decision point
- Blackboard course management system
- To view the course sequence, visit [http://msidt.fullerton.edu/](http://msidt.fullerton.edu/)
Production Team

- Subject Matter Expert / Instructor
- Project Manager
- Instructional Designer
- Web Developer
- Media Specialist
- Student Assistants
Creation and Delivery

- **Pre-Production (Instructional Designer)**
  - Meet with Subject Matter Expert / Instructor
  - Discuss Course Elements (e.g. goals/objectives)
  - Determine roles and responsibilities
  - Develop Production Schedule

- **Production (Distance Education Production Team)**
  - Works with SME / Instructor to gather and develop content
  - Periodic update meetings with SME / Instructor
  - Course goes through Usability Testing / QA
  - SME / Instructor gives final sign-off on the course

- **Post-Production**
  - Course is delivered to students
  - Distance Education provides technical support via toll-free number and e-mail

- Course is revisited once it has been delivered
http://msidt.fullerton.edu/

Get ready for California State University, Fullerton's latest cutting-edge online Master's Degree in Instructional Design & Technology. Earning your Master's in Instructional Design and Technology prepares or enhances your career in the exciting and growing field of instructional technology.

Tuesday, March 25th 2003

LATEST NEWS

APPLICATION DEADLINE

For a New Cohort- Fall, 2003.
Classes

- **IDT 505**-Hardware and Authoring Environments in Instructional Contexts (3)
- **IDT 511**-Survey of Educational Research (3)
- **IDT 520**-Instructional Design Issues for Technology-based Instruction (3)
- **IDT 525**-Instructional Approaches in Learning and Cognition (3)
- **IDT 530**-Planning, Designing and Evaluating Technology-based Instruction (3)
- **IDT 535**-Instructional Strategies for Pre-K through Adulthood (3)
- **IDT 540**-Web-based Teaching and Learning (3)
- **IDT 545**-Emerging Technology and Issues in Instruction (3)
- **IDT 550**-Practicum in Instructional Design and Technology (3)
- **IDT 597**-Project (3)
**Course Design**

- Weekly discussions or assignments
- Flexibility – asynchronous
- Due dates, assignments posted throughout
  - Weekly announcements
  - Discussion board
- Consistency in design and structure throughout courses
Sample Course

• IDT 520: Instructional Design Issues for Technology-based Instruction

Welcome!

Welcome to Blackboard 5, the comprehensive and flexible e-Learning software platform from Blackboard Inc. Blackboard 5 delivers a course management system, customizable institution-wide portals, online communities, and an advanced architecture that allows for Web-based integration with administrative systems.
Mon, Mar 24, 2003 -- Week 10: Module 10

Great job on your midterm! All grades should be posted. I will finish your second set of software evaluations this week, allowing me to post your evaluation scores as well.

Assignments this week include reading chapter 24 of Reiser and Dempsey and posting your response to the discussion question by Sunday, March 30th. You're also asked to begin thinking about your research paper topic. Please email me your topic by Sunday, April 6th. Your research paper is due May 12th.
Course Materials

- Consistent design and structure
- Weekly “modules”
- Background information, readings, and assignments

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Discussion Forums

• Support collaborative learning, reflective thinking, shared experiences

**Assignment 2.1: New Forms of Instruction and Delivery**
Week of Jan. 27th - Feb. 2nd. Use this forum for assignment 2.1.
Remarks are due by Sunday, Feb. 2nd, 11:59 p.m. PST.
[61 Messages] [All read]

**Assignment 2.2: Instructional Design Models**
Week of Jan. 27th - Feb. 2nd. Use this forum for assignment 2.2.
Remarks are due by Sunday, Feb. 2nd, 11:59 p.m. PST.
[70 Messages] [All read]

**Assignment 3.2: My Epistemological Perspective**
Week of Feb. 3rd - Feb. 9th. Use this forum for assignment 3.2.
Remarks are due by Friday, Feb. 7th, 11:59 p.m. PST.
[89 Messages] [All read]

Please note that assignment 3.1 should be emailed to me by Sunday, Feb. 9th, 11:59 p.m. PST.
UNIQUE FEATURES

- Curriculum Design Elements Common To Courses
- Modular Designs
- Student-Centered Instruction
- Constructing Meaning In On-line Discussions
- Ongoing Assessment Using Multiple Measures
- Cohort-Based Structure
- Educational Theory Translated To Practice
Modular Designs

- Course content spanning fifteen weeks is broken down into smaller, manageable units intended to scaffold adult learning.
Student-Centered Learning

• All courses reflect an understanding of how adults learn. Courses are designed to activate students’ prior knowledge and to connect their prior knowledge with the course content.
On-Line Discussions

- Students post a minimum of two quality responses to the instructor’s prompts in the Discussion Board weekly. Instructors interact with students individually and collectively in this forum to construct meaning related to the course content.
Course assessments reflect multiple measures (23 different types):

- Group discussions.
- Research/learning application activities.
- Study reports and self-assessment.
- Research papers.
- Mid-term and final exams.
- Small group presentations/peer critiques.
- External evaluator-anonymous postings-Blackboard site.
Cohort-Based Structure

- Students enter and exit the program in a cohort group. The group structure supports increased peer learning, social bonding, and a community of learners.
All courses are research-based reflecting current, validated knowledge at the course and program level. Students learn to conduct, analyze, and disseminate research and apply it to their professional practices.
Research Opportunities

• Community of learners
• Proposed research agenda
• Issues and process
Discussion/Questions and Answers