INSTRUCTIONAL DESIGN AND TECHNOLOGY

- Russian Cooperative Symposium
  - May 2, 2011
  - JoAnn Carter-Wells, Ph.D.
  - Program Coordinator

Masters Degree in Instructional Design and Technology
**Background/Overview**

**History /Themes and Program Dynamics**

**Development and Implementation**

**Components:**
- Program Design/Curriculum
- Program strands/common components
- Course Sequence/Classes/ Contract development
- Infrastructure
- Faculty Team/ Personnel/Production and Development
- Ongoing Assessment
- Review/approval committees
- Faculty Assignments
- Technology
- Campus Support services
- WASC Accreditation

**Maintenance and Expansion**
- Orientation programs and commencement event
- Community of Learners – research project
- Cohort cocaptains
- Alumni association- online with regular meetings, employer participation, webinars, etc.
- Scholarship program-annual -$500
- IDT Certificates- 2 levels -9 units and 15 units; package program elements; use with new MS in Nursing Administration degree in 2009
- Model for other online degree programs on campus
- Unexpected issues-ethics and problem solving scenarios in intake interview and orientation activities

**Current Issues in the Field**

**THANK YOU VERY MUCH!!**
**Program Website**

msidt.fullerton.edu

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**Masters Degree in Instructional Design and Technology**

College of Education

Sunday, October 24th 2010

**LATEST NEWS**

- **Fall, 2010 Enrollment Information:**
  - **APPLICATION DEADLINE EXTENDED** - April 4, 2010 - Apply online at CSU Mentor site.
  - **Interview Scheduled between late April and early May, 2010**.
    - per phone call from MSIDT office.

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** Articles:**

- **Association for the Advancement of Computing in Education, November 2009 (PDF)**
- **Getting Through Your Masters Project (PowerPoint)**
- **WASC Accreditation (PDF)**

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**Online Masters Degree in Instructional Design & Technology**

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.

**Get Well Positioned In The Competitive Job Market!**

This online Master’s degree is designed for professionals working in the field of technology in pre-K through higher education, the military, and corporate sectors, or for those who wish to change careers. Further your skills and...
Background and Overview

- Large, urban, comprehensive BA and Master’s degree institution (36,000 students, 2200 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 (now College) of Education was invited to be the pilot program.
- MS in Instructional Design and Technology was 1st online degree at CSUF-almost 10 years old-fall, 2011!
- Emphasis on online learning, training, curriculum development-tutorials, CD support, workshops, assessment tools, etc.
- Primarily postsecondary and corporate/business professionals
synergy and shared commitment
university support –administration, faculty & students
reshaping the bureaucracy/”living on air”
governance dynamics; interdisciplinary involvement
creation of team working principles
unique cohort learning expectations
struggle with technology (at 1st)
impact as practical professional program in business/industry
program culture and traditions-orientations, commencement and alumni association
alumni leadership on national basis- Bob Wood and others
willingness to experiment and refine; flexibility
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.
Development and Implementation

Processes/Components

- Curriculum
- Review/approval committees
- Program strands/”common components”
- Infrastructure
- Technology
- Contract development/courses
- Faculty assignments
- Campus Support services
- WASC Accreditation-pilot in 2002; fully accredited in 2007
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 1st cohort of 23 students who attended the on-campus orientation-September 13, 2002; now in 7th cohort with 25 students for fall, 2008
Program Design

- MSIDT Degree is an online cohort program and practical professional 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
- 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.
- Culminating Project- practical application in workplace setting; begin to develop focus from beginning of program; reflect in initial essay, discuss and refine with advisement at midpoint symposium and with instructors throughout program; work alone in final term segment with faculty point person
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
- Culture-committed professionals, team spirit, college support
- Infrastructure – email address – msidt@fullerton.edu from beginning
- 1st online Alumni Association – President, Jim Schools
- Separate degree – MS in IDT; Not MS in Education/concentration
- Student pool-professionals in corporate business settings/ HR or educational areas- responsible for training, multimedia curriculum support, etc.; 80 %- multifaceted areas and constantly growing due to economy and training requirements - Kia Motors, Intel, Zinsser USA, Washington Mutual Bank, Allergan, Bristol Myers Squibb, Southern California Edison, airport administration, etc.
Curriculum

- Analysis of 15 key programs
- Worked as team to develop theoretical framework with interlinking and sequential course concepts, content and integration of program strands
- Controversy over course titles, curriculum purview, faculty credibility in writing curriculum, territorial maneuvering, etc.
Each course has objectives and activities intertwining and linking the strands throughout the program:

- Assessment/Evaluation
- Collaboration
- Critical Thinking and Problem Solving
- Media Literacy
- Research
- Written Communication

- Assessment/Assignment Matrix
- CD Portfolio and Reflection after each term segment
Course Sequence/Infrastructure

- 10 Courses
- IDT prefix; Instructional Design and Technology
- 20 month consecutive program in 5 term segments (trimester program with one week break between segments)
- 2 courses/term segment (15 weeks)
- Sequential cohort-based theory and practice courses culminating with a project/practicum
- Blackboard course management system
- Student fees- approved by various committees and Chancellor’s Office Executive Orders; assessed separately from course fees; course fees - $33/unit and orientation programs - $573
- Study Plan
- Graduate Student Checklist
- Boot Up Camp- Orientation, program resources, training, advising
- Midpoint Symposium-advising, focus groups, project decision point
- Commencement event with reception and guest speaker from profession-prior graduate
CLASSES

- **IDT 505**-Hardware and Authoring Environments in Instructional Contexts (3)
- **IDT 510**-Research in Instructional Design (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)
Community Site-Blackboard
Course Design

- Weekly discussions or assignments
- Flexibility – asynchronous; new synchronous option with ILinc
- Due dates, assignments posted throughout
  - Weekly announcements
  - Discussion board
- Consistency in design and structure throughout courses
Course development contract and copyright and portability of content

- Work for Hire Agreement
- Faculty delivery obligations
- Course custodian policy
Development Production Team/Creation and Delivery

- Subject Matter Expert / Instructor (contract)
- Project Manager (Program Coordinator)
- Instructional Designer (DE)
- Web Developer (support from FDC)
- Student Assistant (now administrative support position)
- Course is revisited once it has been delivered; also annual team discussion-spring
- Now more seamless due to faculty expertise
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
- CD Portfolio and Reflection after each term segment
- External evaluator-anonymous postings-Blackboard site
Review/Approval Process

- Various campus committees
- Rounds of review and discussion and politicking
- Course textbook concerns
- Entire Academic Senate review and discussion-TOEFL score change
- Environment of lack of understanding of online learning, etc.-initially but not anymore
- Concerns about technology adequacy- initially
- Concerns about synchronous expectation - initially
Faculty Assignments

- Hiring process in interdisciplinary program
- Not aligned with any on department
- Chair agreement and support is key
- Juxtaposition with home department and intermittent teaching in MSIDT program
- Program council separate from MSIDT Team - working group (1st couple years; now team only)
- FT university faculty as well as PT faculty from profession-business/corporate settings and previous graduates
- Shared values and commitment to quality
Technology

- Campus learning management system - Blackboard
- Implementation problems - compatibility with different browsers and systems - PC and MAC
- Proxy server issues with library access - originally
- Asynchronous delivery - primarily; now options for synchronous with ILinc integration
- Orientation item - boot-up camp
- Specialized software issues - field constantly changing; annual review of technology in program
Campus Support Services

- Develop new working relationship with very small unit –
- Reshape policies and timing- almost a 24/7 open door working relationship—online evaluations, scheduling, grade reporting, bookstore ordering process, Admissions and Records, Business and Financial Affairs, etc.
- Special working relationship with library-integration with digital library and synergy with common issues with distance learning- Dr. Susan Tschabrun
WASC Accreditation

- Developed Substantive Change proposal for WASC review
- No CSU Trustee approval – fast-track program
- Presented to WASC less than 1 year from original team meeting to accreditation by WASC-June 24, 2001-June 13, 2002; received pilot status
- Fully accredited – fall, 2007
Orientation programs-boot-up camp and midpoint symposium; refine each year and all team members participate
- Commencement event with speaker from profession
- Research Program-Community of Learners Research Project-ongoing
- Cohort cocaptains
- Alumni association- online with regular meetings, employer participation, webinars, etc.; MSIDTAA. org
- Scholarship program-annual -$500
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Ethics

- Online professional behavior
- Code of conduct/Administrative Probation policy
- Problem Solving scenarios – intake interview and boot-up camp-orientation program
- Faculty expectations
Problem Solving scenarios

- Used unethical behavior situations as problem solving scenarios
- Intake interview
- Boot-up camp orientation program small group discussion/resolution
- Assess individual behavior to handle own problems/situations with campus services (financial aid, Graduate Studies, etc.) and working in cohort setting with inappropriate behavior in the group
Welcome to the MSIDT Alumni Site!

News and Announcements

Check out the new MSIDTAA blog! We will be using the new blog to send out our quarterly newsletters and communicate current news with alumni and current students. Become a follower to receive notifications of updates.

Visit our Webinars & Events page to find out about upcoming events!

Visit the MSIDTAA Calendar to learn about what events we have going on. The calendar includes current cohort key dates and the new book club’s deadlines and schedule.
Community of Learners Research Project

- Under direction of Dr. Joyce Lee, MSIDT Founding Team member
- Designed ongoing study to examine various aspects of an online learning community; used multiple measures and data points
- Multiple perspectives of team members
  - institutional support
  - students’ prior experiences with technology
  - positive peer and instructor interactions
  - constructivist approaches to teaching and learning
  - cognitive changes generated in the discussion boards through critical discourse
  - accessibility and reliability of web-based technologies
  - perspective transformations engendered through assessment/evaluation activities

- Extensive Pragmatic scholarship and publications (see binder appendix)
Current Issues in the Field

- Faculty training
  - Common procedures/protocols/Best Practices in Field
  - LMS changes- Blackboard and now MOODLE-open source
  - Multimedia integration
  - Maintain currency as technology evolves

- Workload Issues- 1 ½ times F2F
  - Time intensive-develop, implement & teach
  - Additional compensation-financial or assignment

- Assessment of Students and Faculty
  - Readiness of students/expectations-SMARTERMEASURE
  - Standardization of procedures and expectations
  - Retention, Tenure and Promotion policies

- Authentication- software implementation
  - Evolving federal regulations and regional accreditation
Discussion/Questions & Answers

THANK YOU VERY MUCH!!!