HOW DO INSTRUCTIONAL DESIGNERS SPEND THEIR TIME?

A Case Study from A Public Graduate School in Texas

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KEY TAKEAWAYS

1. Identify essential and emerging tasks that require significant time allocation from IDs
2. Discuss the evolving roles of IDs due to the impact of institutional change
3. Recognize the benefits of time tracking for IDs to make informed decisions
CONTEXT OF THE STUDY

- Situated in a public medical school in Texas
- Our institution offers 780+ graduate degrees and certificates serving 2300+ students
- Our team has 22 staff members including 7 full-time instructional designers serving 300+ faculty
How did IDs at a public graduate medical school allocate time by task category?

What was the trend of IDs' time allocation during the year 2021?
DATA ANALYSIS

COLLECT
Collect data from Freshdesk (our help desk ticketing system)

CODE
Determine major codes, pilot one dataset, and revise the codebook

VISUALIZE
Analyze and visualize data to address the research questions
<table>
<thead>
<tr>
<th>CODEBOOK</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>ADMIN &amp; MISC</strong></td>
<td>Attend internal meetings, complete internal trainings, prepare for workshops and events</td>
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<tr>
<td><strong>DESIGN &amp; DEV</strong></td>
<td>Meet with faculty, plan for course design, review course map, develop instructional materials in LMS</td>
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<tr>
<td><strong>EDU RESEARCH</strong></td>
<td>Explore new technologies, draft proposals, collect and analyze data, prepare for presentations</td>
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<td><strong>FACULTY DEV</strong></td>
<td>Design and develop training series, deliver and facilitate in-person and online workshops</td>
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<td><strong>PROFESSIONAL DEV</strong></td>
<td>Attend workshops/webinars/conferences, complete trainings/certificates relevant to ID work</td>
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<td><strong>QUALITY ASSURANCE</strong></td>
<td>Conduct informal QM reviews, coordinate formal QM reviews</td>
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<td><strong>TECH SUPPORT</strong></td>
<td>Provide Canvas support and educational technology support as needed</td>
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## FINDINGS

1. Design and Development (54%) remains to be ID's primary responsibility.

2. Other than D&D, the top three categories are Faculty Development (13%), Administration & Misc (13%), and Professional Development (7%).

3. The comparison of two IDs' time allocation showed a consistent trend.

4. The beginning of each academic semester require extensive D&D time.
RQ #1: TIME COMPARISON OF TWO IDS
RQ #1: AVERAGE TIME BY TASK CATEGORY

- Design & Development: 54%
- Administration & Misc: 13%
- Faculty Development: 13%
- Educational Research: 1%
- Professional Development: 7%
- Quality Assurance: 8%
- Technical Support: 4%
RQ #2: TREND BY TASK CATEGORY
RQ #2: TREND BY COURSE TYPE
Credit: John McKenzie, Director of Educational Development, UNTHSC
IMPLICATIONS

1. Balance workload within the team
2. Assist with data-driven decision making
3. Justify the needs of hiring new positions
4. Identify the gaps between the reality and expectations
KEY TAKEAWAYS

1. Identify essential and emerging tasks that require significant time allocation from IDs

2. Discuss the evolving roles of IDs due to the impact of institutional change

3. Recognize the benefits of time tracking for IDs to make informed decisions
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) $25 gift cards** will be awarded.