Comparing Faculty Perception of Online Instructional Design Best Practices to Faculty Implementation of Instructional Design Best Practices: A Look at Two Components of ENCORE

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Comparing Faculty Perception and Perceived Competencies of Online Instructional Design Best Practices: A Look at Two Components of ENCORE

Updated Title
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This study will use the ENCORE(S) review process to conduct a needs assessment of faculty perceptions and perceived competencies of online instructional design best practices. This will identify training needs for faculty and opportunities for dissemination of best practices.
TENTATIVE RESEARCH QUESTIONS

1. What are faculty perceptions of online instructional design best practices regarding collaborative learning and engaging content?

1.1. What are faculty perceived competencies for the components within the two best practices?

1.2. How important do faculty rank each component within these two best practices?
RESEARCH TOOLS

- Borich Needs Assessment Model
- ENCORE(S) Quality Review Tool
- Diffusion of Innovation Theory
BORICH NEEDS ASSESSMENT MODEL

- Has been used extensively in Agricultural Education and Training

- Consistently has a need to diffuse innovations for adoption to enhance and improve agricultural production and training

- Recognize importance of diffusing innovative online learning design best practices for faculty

- Has wider applications in the evaluation of adoption of innovative practices regardless of discipline
BORICH NEEDS ASSESSMENT MODEL

- Identifies perceptions and perceived competencies
- Weight and rank the data to identify discrepancies and priorities for faculty training
BORICH NEEDS ASSESSMENT MODEL

**Criteria:**

- Competency statements derived from the overall goals and objectives of intended training: ENCORE(S): Collaborative Learning and Engagement

- Faculty rank competency statements on perceived relevance and level of attainment
BORICH NEEDS ASSESSMENT MODEL

- Competency statements are ranked based on results

- Difference between perceived importance and perceived level of attainment using mean weighted discrepancy score (MWDS) 
  
  \[
  \text{GMWDS: each variable's MWDS, within a particular construct, and calculating the average}
  \]
ENCORE(S)

- Developed by Clemson Online as an internal review process
- Thoroughly vetted and peer-reviewed by nation’s leaders in online education
- Won multiple awards
- Successfully adopted at Clemson with positive feedback from faculty

Components of ENCORE(S) for this research:

- Collaborative Learning
- Engaging Content
Collaboration and interaction are the keys to a successful online course.

- Course clearly states expectations for faculty-student and student-student interaction
- Course offers opportunities for faculty-to-student interaction on at least a weekly basis
- Course offers opportunities for student-to-student interaction

*ENCORE(S) is currently being revised. Shown here are the revised components.*
ENGAGING CONTENT

*Research has shown that students' level of engagement corresponds with their level of success in online learning environments*

- Course content is well-written, adheres to copyright guidelines, and models citation practices
- Course content is current, engaging, and related to the field of study
- Course content incorporates the use of appropriate, current technology
- Course content provides various perspectives of the subject matter

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DIFFUSION OF INNOVATION THEORY

Rogers defines four main elements in the diffusion of innovation process:

- An innovation
- Communication channel
- Time
- Social System

Like the Borich needs assessment model, the diffusion of innovations has been used extensively in diffusing agricultural innovations.

Unlike BNAM, Diffusion of Innovations has been applied successfully in online learning.
DIFFUSION OF INNOVATION THEORY

The theory focuses on how the innovation is communicated and accepted in a social system over time.

Five stages of innovation:

- **Knowledge**: awareness of innovation
- **Persuasion**: form an opinion of the innovation
- **Decision**: participate in activities to decide on acceptance of innovation
- **Implementation**: use the innovation
- **Confirmation**: cues to confirm adoption or rejection of innovation
ADOPTER CATEGORIES

Represent typical timeframe in which an adopter decides to accept or reject an innovation.
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