SUNSHINE STATE STORIES
Investigating Opportunities and Challenges of Florida’s Online Course Quality Initiative

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ABOUT US

LERGIA
INSTRUCTIONAL DESIGN MANAGER
PhD STUDENT

RANDALL
SENIOR INSTRUCTIONAL DESIGNER
PhD STUDENT
ABOUT US

How did we get here?

- Educational Policy class assignment
- Dual roles: students and ID professionals
ABOUT YOU

Which best describes your role?
• Instructional Designer
• Administrator
• Faculty
• Other

Which best describes your institution?
• State of Florida State University System
• State of Florida Other - Private Institution, State College, etc.
• Higher Education Institution - Not in Florida
• Other (Industry, K12, etc.)
What we’re going to cover

• Florida’s 2025 Strategic Plan for Online Education (State University System Board of Governors)
• Administrative point of view – high volume certification
• What we’re hearing from instructional designers
• Examples of specific, course level challenges to quality certification
• Discussion about the opportunities and challenges ahead
STRATEGIC PLAN FOR ONLINE EDUCATION

2025 Strategic Plan for Online Education (State University System Board of Governors)

High Quality Courses
- Based on Quality Matters Rubric
FIU Online

FIU Total Enrollment: 54,000
QM Subscribers since 2011
320 Active QM certifications – Highest in US
Management/Administration

- My role at FIU Online
  - IDMs, My team
- Reimagine ID work
  - Consultants + Maintenance - make this formal
- “Get in there” with the departments
  - How can we help you?
  - Open discussion
  - Rapport, contact
- FIU Online
  - Quality Scorecard
  - Consistent messaging
Jamboard Activity

Question: What are some role names/titles your institutions use to delineate different ID “specialties”? Do you?

Discuss: Has this been successful? Anything missing to make it even better?

Go to link in chat!
ID PERSPECTIVES
Instructional Designers

...the magic of teaching online.

...a worksheet that goes through a lot of the big key parts of the QM rubric.

...make it sound kind of simpler and that I'm going to be taking care of most of it.

...start with an audit of where this course is in regards to the rubric.

...a PowerPoint presentation where I go to all the components of QM.

Instructional Designers

teaching
comfortable
assess
student
explain

Instructional Designers

...pick up on which ones are going to be your partners

...very hesitant when they first see the QC rubric

...I'm helping them along with objectives and alignment

...natural in conversation and interactions, but they miss it online

Every case is unique.

Instructional Designers

respect
include
components
organized
standards
positive

Instructional Designers

...lack of time and interest into doing more comprehensive assignments

Following up, and doing it in a way that you're helping, not nagging.

...getting ahold of them after feedback from the internal review

...course objectives; they don't find a purpose since they understand the content

...getting the alignment map perfect

Instructional Designers

alignment
cheating
choice
bloom

Instructional Designers

Start with a good pitch, be enthusiastic, be the seller.

...how you frame it, and how you frame it even to yourself.

...important for them to know that you care about their course.

I always try for a virtual conference, because seeing hearing helps.

...continue a friendly professional relationship.

Instructional Designers

impression
confident
relationship
develop
students
meetings

Instructional Designers

- Provide the whole university an ethos of what is expected.
- Getting the academic units were more involved up front.
- Faculty are waiting for a directive from their supervisor.
- ...when IDs have that initial meeting, faculty already know what's going on
- ...a component on diversity because online is where students feel most isolated

Instructional Designers

meetings
incentive
students
design
process
recognition
Instructional Designers

...they're being put into a box

Once they're done: you know, you're right. This was so helpful.

...molding their course to meet standards doesn't necessarily improve it

...a lot a lot less painful than what they were expecting

...like qualitative feedback that they're getting from reviewers

Instructional Designers

experience
appreciate
guidance

vs.

process
standards

FIU Online - Quality Certified Online Courses – Spring 2020

~ 20 % Certified
FIU Online - Quality Certified Online Courses – Spring 2020

OMG!

~ 20 % Certified
Instructional Designers

We got this!

Uh oh, this is a tall task!
How certifiable are the courses I work with?
How certifiable are the courses I work with?

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<th>NOT WILLING BUT NOT CHALLENGING</th>
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<tr>
<td>30% OF TOTAL COURSES</td>
<td>30% OF TOTAL COURSES</td>
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<td>15% OF TOTAL COURSES</td>
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<td>25% CERTIFIED OR IN PROGRESS</td>
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</tbody>
</table>
How certifiable are the courses I work with?

- **NOT WILLING BUT NOT CHALLENGING**
  - 30% of total courses
  - 0% certified or in progress

- **WILLING AND NOT CHALLENGING**
  - 30% of total courses
  - 75% certified or in progress

- **WILLING BUT CHALLENGING**
  - 15% of total courses
  - 25% certified or in progress

- **NOT WILLING AND CHALLENGING**
  - 25% of total courses
  - 0% certified or in progress
Faculty Buy-in

- Top Down Pressure
- Encouragement from Instructional Designers
- Financial Incentives
- Intrinsic Motivation
Faculty Types
Course Types
Each course is a story, and there are stories within the stories.
EXAMPLE (STORY) ONE:
Recreation therapy internship course
EXAMPLE (STORY) ONE:
Recreation therapy internship course
EXAMPLE (STORY) ONE:
Recreation therapy internship course

TOP DOWN PRESSURE

ENCOURAGEMENT FROM INSTRUCTIONAL DESIGNERS

FINANCIAL INCENTIVES

INTRINSIC MOTIVATION
Quality Certification Process for Recreation Therapy Internship Course

**TYPICAL COURSE – AREAS OF FOCUS**
- Starts with syllabus
- Work on objectives and alignment – course and module level
- Student and instructor interaction
- Accessibility

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**INTERNSHIP COURSE**
- No syllabus
- No objectives
- No modules
- Little student-student interaction within LMS
ADDIE $\rightarrow$ Action Research
Instructional Designers and Research

Figure 4: Inclusion of Research on Teaching and Learning in Instructional Designers’ Job Descriptions and Performance Evaluations

(Linder and Dello Stritto, 2017)
Quality Certification Process for Recreation Therapy Internship Course

**CHALLENGES**

- No syllabus
- No objectives
- No modules
- Little student - student interaction within LMS

**ITERATIVE SOLUTIONS**

- Internship Manual -> Course Syllabus
- NCTRC Standards -> Course/Assignment Objectives
- Added OER Content
- Created Video Discussion Forums
  - Introduction
  - Final (sharing experiences)
EXAMPLE (STORY) TWO: Education/Social Science Course
EXAMPLE (STORY) TWO: Education/Social Science Course

- **WILLING BUT CHALLENGING**
  - 15% of total courses
  - 25% certified or in progress

- **NOT WILLING AND CHALLENGING**
  - 25% of total courses
  - 0% certified or in progress
EXAMPLE (STORY) TWO:
Education/Social Science Course

- Top Down Pressure
- Encouragement from Instructional Designers
- Financial Incentives
- Intrinsic Motivation
Quality Certification Process for one Education/Social Science Course

**TYPICAL COURSE – AREAS OF FOCUS**

- Starts with syllabus
- Work on objectives and alignment – course and module level
- Student and instructor interaction
- Accessibility

**EDUCATION/SOCIAL SCIENCE COURSE**

- Syllabus co-constructed with students
- Objectives can change from week to week
- Modules can change depending on context of course
Quality Certification Process for one Education/Social Science Course

**CHALLENGES**

- Syllabus co-constructed with students
- Objectives can change from week to week
- Modules can change depending on context of course

**ITERATIVE SOLUTIONS**
Quality Certification Process for one Education/Social Science Course

• There are a lot of curricular questions that don't get attention
• How do we discuss the curricular issues that might arise from building a course based on the logics of the QM rubric?
• Every course is context specific. Classes different every semester. One semester football coaches, another semester a completely different class
• Intellectual Property - QM
• The only way to get through it would be a dialogue
Our questions

• What (research?) questions should we be asking?
• How can we use these challenges, and the feedback from the “challenging” courses, to inform and improve the policies and processes?
• And do you have questions for us?
References


Acknowledgments

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FIU Online
FLORIDA INTERNATIONAL UNIVERSITY