

# Instructional Design that Fits Online

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## Classifications of ID Models

- Formal
  - Instructor as SME, Costly, Lengthy
  - Necessary with higher risk initiatives
- Informal
  - Instructor is designer, medium cost (instructor labor expense), less time consuming
  - What 'actually' happens more often than not
- Custom
  - Instructor is added in the design process, relative low cost, a little more time than informal
  - Best fit when ID expertise is available

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## Traditional ID

- Ill fit to design online learning
- Many models assume a brand new course is being created
- Analyze and evaluate phases too time consuming
- Most university faculty not trained in ID
- Most faculty lack to ability and support to perform ID process

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## Modified ID Models

- Many models have emerged
  - E.G., DDDE, Rapid ID (Piskurich, 2000), Courseware Engineering Model (Uden, 2003), Automated Instructional Design (Wilson, 2003)
- Often focused on specific types or aspects of instructional situations
  - E.G., design of multimedia – DDDE
- Come from corporate training and are difficult to apply in higher education

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## Custom ID

- Fits Higher Ed because it is:
  - Rapid
  - Easy
  - Flexible
- Institutions should provide resources to assist faculty with instituting an ID system for online course design (Porter, 2004; Gillespie, 1998)

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## Levels of Online Involvement

	Level	Communication
10%	1. Administrate	$T \rightarrow S$
↓	2. Adapt	$T \leftrightarrow S$
↓	3. Reflect	$T \leftrightarrow S's$
↓	4. Interchange	$T \leftrightarrow S's \leftrightarrow S$
100%	5. Interact	$T \leftrightarrow S's \leftrightarrow S's$

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## A.C.T. Model

- Developed through international team led by Idaho State University (2002)
- Descriptive in nature
- Iterative and generative
- Rapid (comparatively speaking)
- Staged approach to level of online involvement

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## A.C.T. Model (cont.)

- Intended for moving an existing course to some form of online delivery
- Allows instructors to rely on prior experience teaching the course
- WebCT oriented but could be adapted to other systems

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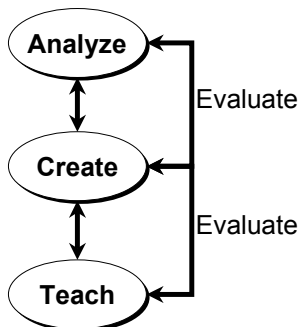
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## A.C.T. Model Overview



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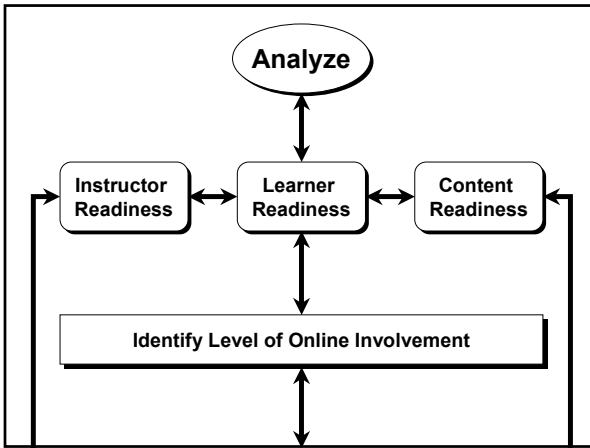
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### Q & A

- What issues do you take into consideration regarding:
  - Instructor readiness?
  - Learner readiness?
  - Content readiness?

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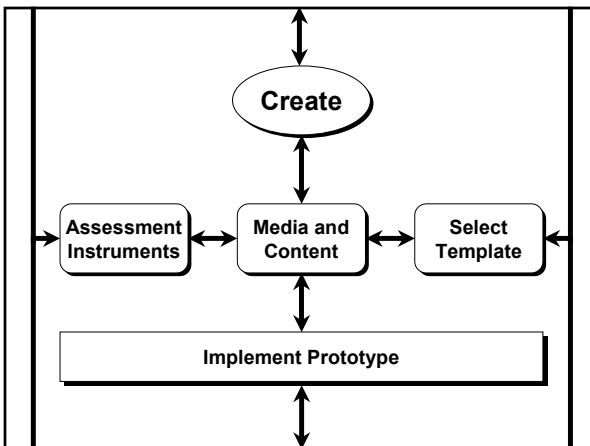
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## Q & A

- What issues do you take into consideration regarding:
  - Assessment
  - Media/Content

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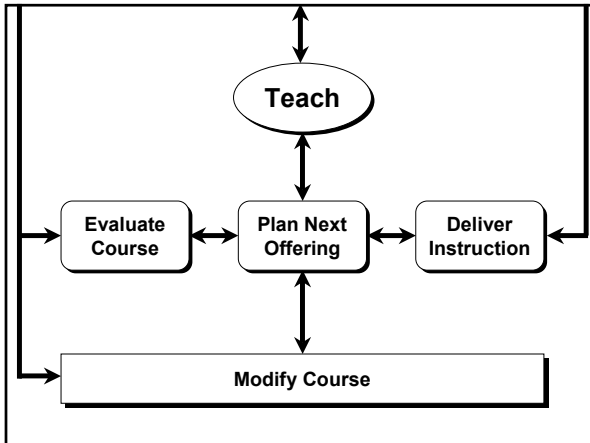
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## Q & A

- What issues do you take into consideration regarding:
  - Evaluation
  - Planning Next Offering
  - Delivering Instruction

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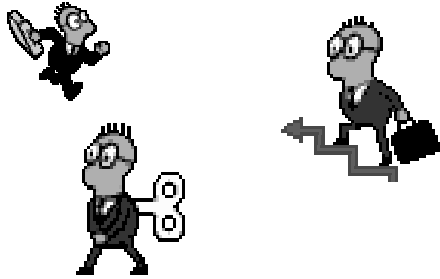
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# TECHNO GEEK TALK



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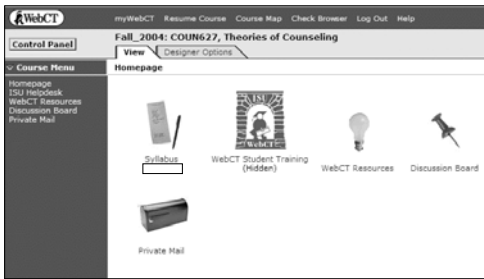
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## Level 2 Example

COUN627, Theories of Counseling



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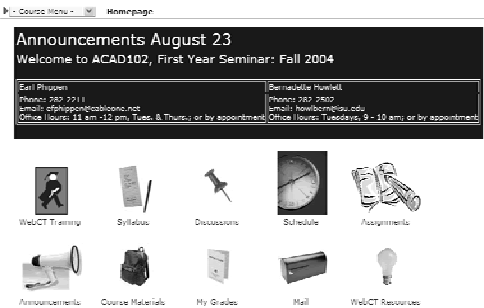
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## Level 3 Example

ACAD102, First Year Seminar



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## Level 4 Example

### NURS430, Care of the Critically Ill

Welcome to Week 1:  
NURS430, Care of Critically Ill Adults and Families (Theory)

#### Announcements: (Date)

Click to add new announcements will be placed.




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## Level 5 Example

### SOC101, Introduction to Sociology

Homepage

#### Welcome to Introduction to Sociology Online!!

Before beginning, complete the following steps:

- Step 1: Complete the 1-hour training and quiz.
- Step 2: Review the syllabus and complete the "Get to Know You" activity.
- Step 3: Review the resources for your textbook at <http://www.wwnorton.com/college/soc/soc101/>
- Step 4: Read Anthony Giddens message to students on the website to help you familiarize yourself with the content in this course.




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## ACT Model in Action

- ISU "Gateway" Courses
- Evaluation Process
- ISU Templates
- Model for Designing Other Instructional Activities (GAP, WOWDOC)
- Opened a dialogue on teaching and learning across campus

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## Reflection

- What is the most important aspect of course design at your institution?
- Who makes decisions about course design at your institution?
- How are you integrating ID into your course management system?
- How do you incorporate your technology support resources into your ID system?

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## Thank You!

ACT Website:  
[www.isu.edu/itrc/resources/act](http://www.isu.edu/itrc/resources/act)

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