Case Study 1: Online Learning Director

Section	Criteria
Overview	Currently, the college offers a few hybrid and online courses. Enrollment has also been declining. It is expected that an increase in distance learning opportunities for students will also have a correspondingly positive impact on student enrollment. Online courses from previous semesters, received poor reviews from students. The Provost desires to increases availability of online courses and is considering hiring an outside service to make this possible. Offering more courses online is expected to have a positive impact on enrollment. The data from the surveys must be aggregated and interpreted. Analysis is expected to uncover, requirements based on the evaluations and good instructional design best practices. Online learning decreases the cost of serving students and is projected to have strong enrollment growth (Aslanianm,Clinefelter, 2012) Among the benefits to students are a personalized learning experience when implemented following best practices. Increased enrollment in higher education is expected as more online offerings are introduced.
Needs Analysis	Use the current data to identify problems and priorities. Survey instructors of the current online courses to gather their thoughts and needs Describe the results. Needs Analysis Planning - Phase I 　　1.　Audience - administrators, instructors, students 　　2.　Data - Create a survey to gather valuel data from students and instructors. 　　　　a.　Determine LMS proficiency. 　　　　b.　Identify courses in the greatest demand to target for online delivery. 　　　　c.　Determine the needs for instructor training to deliver online courses. Needs Assessment Techniques - Collect Data Phase II 　　1.　Questionnaires 　　2.　Consultation with Provost and instructors of previous online courses 　　3.　Review of relevant literature 　　4.　Records and reports generated from previous courses Needs Assessment - Data Analysis and Final Report (Phase III and IV) Outcomes Expected 　　1.　Optimal performance vs actual performance 　　2.　Feelings 　　3.　Causes 　　4.　Possible Solutions (Brown, Green, p. 51) The Provost desires to add offerings of online courses. Possible solutions include

	increasing capacity for faculty (present of future) to deliver distance learning courses that have positive outcomes for students and/or to hire a company to deliver or assist with the implementation of online learning experiences for students.

Task Analysis	1. Topic Analysis
	  a. Concepts
	  b. Procedures
	  c. Rules
	  d. Components
	
	Faculty need to be able to deliver high quality online instructional experiences for students aligned with best practices. Key components include LMS training for faculty and training on distance learning best practices including student teacher/interaction, (feedback and support).
	
	A company that provides these resources also needs to be identified and presented with the needs analysis so that they can also prepare a possible solution (including cost for implementation, training or both) and the two can be evaluated.

Learner Analysis	Undergraduate and graduate students who participate in online courses are expected to have student outcomes that are equal to, or greater than the outcomes of students in face-to-face courses. Participation in online courses extends the accessibility of higher education.
	
	Learning Styles (instructors and students)
	  1. Instructional content and delivery meets the needs of varied learning styles
	    a. Varied forms of presentation
	    b. Varied forms of practice
	      Universal Design
	  1. Meaningful participation for all students

Goals / Objectives	Goals
	  1. Students will increasingly enroll in offerings for online courses at the college
	
	Objectives
	  1. Students will highly value the educational experience available in online courses.
	  2. Students will demonstrate positive learning outcomes in online courses.

Aslanianm, C. B. and Clinefelter, D. L. (2012) *Online College Students 2012: Comprehensive Data on Demands and Preferences*. http://www1.udel.edu/edtech/e-learning/readings/Online-College-Students-2012-Survey.pdf

Brown, A. H., & Green, T. D. (2016). *The essentials of instructional design: Connecting fundamental principles with process and practice*. New York, London: Routledge, Taylor & Francis Group.

Case 2: Paul Seymour, Assistant Professor: A Dilemma Case in Teaching

Section	Criteria
Overview	Dr. Seymour introduced collaborative learning (a new teaching method). The students disapproved and recorded negative evaluations.
Needs Analysis	Dr. Seymour desires improvement in attitudes of students toward collaborative (active) learning. Student (and faculty) buy in is required to positively impact learning. Collaborative learning strengthens student learning including: problem solving, critical thinking and the strategies support diversity. Needs Analysis Planning - Phase I 1. Audience - students, faculty 2. Data - Create a survey to gather instructional data from students and instructors. a. Identify student concerns and attitudes of faculty. b. Identify strategic outcomes of collaborative learning. c. Determine the needs for instructor training and provide resources. Create buy in for student centered learning - a break from traditional patterns Audience - Students, Other faculty members (secondary) Instructional Strategies - Collaborative Learning Needs Assessment Techniques - Collect Data Phase II 5. Questionnaires 6. Consultation with students and faculty 7. Review of relevant literature Needs Assessment - Data Analysis and Final Report (Phase III and IV) Outcomes Expected 5. Strategies to introduce quick active learning activities prior to more involved group projects 6. Strategies to develop higher-order thinking, communication and leadership skills. 7. Understand diverse perspectives 8. Possible Solutions (Cornell University Center for Teaching and Learning)
Task Analysis	2. Procedural Analysis a. Examine instructional content and the structure of the content components (Brown, Green, p. 62) i. Facts ii. Concepts iii. Principles iv. Rules v. Procedures vi. Interpersonal skills

	vii. Attitudes Dr. Seymour needs to be able to share the increased value of learning from one another as well as from the instructor and to communicate the benefits and demonstrate student personal growth.

Learner Analysis	Learners in the class will receive the instruction that is developed.
	
	Learning Styles (instructors and students)
	    2. Instructional content and delivery meets the needs of varied learning styles
	        a. Varied forms of presentation
	        b. Varied forms of practice
	            i. multimedia content
	           ii. mini collaborative tasks
	Universal Design
	    2. Meaningful participation for all students

Goal/Objectives	Goals
	    1. Students will work in pairs or small groups for discussion or problem solving.
	Objectives
	    1. 1.Students will associate new information with existing knowledge in meaningful ways.
	    2. 2.Students will construct meaning from information and experience.

Brown, A. H., & Green, T. D. (2016). *The essentials of instructional design: Connecting fundamental principles with process and practice*. New York, London: Routledge, Taylor & Francis Group

Collaborative Learning: Group Work. (n.d.). Retrieved from https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html

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Luckie, D. B., Maleszewski, J. J., Loznak, S. D., & Krha, M. (2004). Infusion of collaborative inquiry throughout a biology curriculum increases student learning: A four-year study of "teams and streams". Advances in Physiology Education, 28(1-4), 199-209. Retrieved from https://draweb.njcu.edu:2090/docview/210512360?accountid=12793

Wright, L. K., Zyto, S., Karger, D. R., & Newman, D. L. (2013). Online reading informs classroom instruction and promotes collaborative learning. Journal of College Science Teaching, 43(2), 44-53. Retrieved from https://draweb.njcu.edu:2090/docview/1463587297?accountid=12793