

Case Study One	Higher Education Case Study Assignment
<p><b>Overview</b></p>	<p>South Range State College (SRSC) is experiencing financial difficulty and declining enrollment amongst its undergraduate student population. To improve this issue, the Provost has hired a new Director of Online Learning, recommended increasing class sizes from 20 to 25 to beef up revenue, and suggested that faculty teach no more than one online course per term.</p> <p><b>Current situation:</b> As the new director, there is an opportunity to conduct a needs assessment to determine the knowledge, skills and abilities of the teaching faculty and whether students are interested in undergraduate online degree offerings.</p> <p>The Director of Online Learning needs to assess:</p> <ul style="list-style-type: none"> <li>• If online course offerings will improve the goal/mission of the institution; is it part of the strategic plan</li> <li>• Student retention issues;</li> <li>• Factors affecting faculty performance and poor student evaluations;</li> <li>• Internal and external constraints such as establishing a vision for online learning, overcoming barriers to technology access for faculty and improving opportunities for student academic success.</li> <li>• Technology infrastructure and ensure that it is not built without considering the curriculum and educational requirements.</li> <li>• The availability of faculty training and support, student training and support, impact to student services, and possible changes in the organisational structure.</li> </ul>
<p><b>Needs Analysis</b></p>	<p>The goal of the Provost is to increase revenue and improve poor evaluations from courses taught online, so it is critical for the Director to determine the issues or barriers to performance. A good place to begin is to gather preliminary data.</p> <ul style="list-style-type: none"> <li>• Is faculty proficient in online instruction? Is lack of knowledge (or skill, or capacity) contributing to the problem? Does the institution have the technical resources and infrastructure to offer courses and undergraduate degrees completely online? Does the faculty have all the resources needed to perform the work? Do the faculty physical, emotional, and intellectual abilities match the job requirements?</li> <li>• How much will it cost the institution to move traditional classes to online or hybrid formats? Is there funding available? Is there a budget for training? Are the financial and nonfinancial incentives adequate and based on performance?</li> <li>• Will library and research services be available in the online environment?</li> <li>• Are students interested in this mode of learning? How will SRSC attract students to take online courses? Will only major courses be offered online? Or electives only? Do students have the proficiencies, motivation and resources to take online classes and perform the work well?</li> <li>• Will the Director need to consult outside agencies/institutions/subject matter experts?</li> </ul> <p>Training may be required; therefore, a needs analysis should be conducted. Faculty may be outstanding instructors but may lack technical skills. Students may want to learn the content but do not appreciate the mode of delivery. The following changes should be given attention by the Director of Online Learning:</p> <p><b>Change being requested :</b></p> <ul style="list-style-type: none"> <li>• To offer online degree programs to undergraduate students and improve online instruction and prevent poor student evaluations.</li> </ul> <p><b>Potential causes or feelings:</b></p> <ul style="list-style-type: none"> <li>• Many of the faculty do not want to change their style of instruction and some hold</li> </ul>

	<p>beliefs that long-established practices will be changed as courses are moved online, requiring new ways of thinking about teaching.</p> <ul style="list-style-type: none"> <li>• Students do not like the mode of instruction as they are left with too many unanswered questions and are not getting prompt feedback.</li> </ul>
<b>Task Analysis</b>	<p>This is the most important element of the instructional design process because it provides important information about the content and/or tasks. For this case, the task that individuals need to participate in is training. The <b>key components</b> of the task is to garner:</p> <ul style="list-style-type: none"> <li>• Proficiency in using the computer and the institution's course management system (if in existence) during undergraduate online instruction</li> <li>• Ability to prepare and teach instructional material with applications such as PowerPoint and other technology associated with online teaching.</li> </ul>
<b>Learner Analysis</b>	<p><b>Who is the audience?</b> Undergraduate and graduate students and faculty. The stakeholders are the Provost, key administrators such as the Chief Information Officer and other technical support personnel needed for successful implementation.</p> <p>I would hold focus group meetings for students and faculty to see if they prefer online classes versus traditional, face-to-face course offerings. The Director of Online Learning should gauge their current levels by</p> <ul style="list-style-type: none"> <li>• Surveying students to determine their academic needs and learning styles. Also, address concerns and attitudes toward online course offerings. The surveys could be followed up with interviews and observations to increase validity and reliability.</li> <li>• Determine whether students are driven by intrinsic and extrinsic motivations</li> </ul>
<b>Goals/Objectives</b>	<p><b>Possible solutions/considerations:</b></p> <ul style="list-style-type: none"> <li>• Ensure that faculty is involved in determining the policies, procedures and priorities before implementing online programs. Without their full commitment, issues will remain unresolved and could result in frustration, confusion and discontent for them—and will also affect students.</li> <li>• Provost must secure budgetary resources, if needed</li> <li>• Market online courses one year in advance so that faculty and student(s) has sufficient time to prepare.</li> <li>• Technology training should be provided to faculty and students</li> <li>• Work with faculty to create their classes, if possible so that queries related to delivery styles and course management techniques are properly addressed.</li> </ul> <p><b>Goal:</b> To offer a workshop to train faculty to teach online courses</p> <p><b>Objective 1:</b> The trainer will identify and present best practices for online instruction to faculty</p> <p><b>Objective 2:</b> The trainer will attempt to reduce anxiety about technology through introduction of concepts and practice use of advanced course management technology.</p> <p><b>Objective 3:</b> The trainer will promote mastery of online teaching skills of faculty by linking online pedagogy to his/her academic discipline.</p> <p><b>Changes in behavior and performance expected:</b></p> <ul style="list-style-type: none"> <li>• Attitudes and motivations of faculty toward technology use in instruction will improve.</li> </ul> <p><b>Expected economic costs and benefits:</b></p> <ul style="list-style-type: none"> <li>• Increase in revenue for the institution and student satisfaction increases with online teaching.</li> </ul> <p><b>What are the downsides to this solution:</b> Faculty may not agree to participate in the training and the situation does not improve.</p>

Case Study Two	A Dilemma in Teaching
<b>Overview</b>	Paul Seymour has introduced his students to collaborative learning but it has been met with resistance. Students were not pleased with the way the course was being facilitated and scored, and five weeks within the course, many of them were unhappy. The instructor found this mode of teaching interesting and attractive but not his students—who had the most to gain from this situation. The instructor himself was unhappy because he received negative feedback from colleagues and he was not getting his grant writing and research accomplished.
<b>Needs Analysis</b>	<p>Morrison, Ross and Kemp (2006) suggest approaching needs analysis through a method they refer to as needs assessment. According to Morrison et al. (2006, p. 32), a needs assessment serves four functions: identify problems affecting performance, critical needs, selecting an intervention, and providing data to assess the effectiveness of instruction.</p> <p><b>The problem:</b> Students do not feel comfortable with Paul Seymour’s teaching style and therefore, they are not learning the core information to pass the course. Paul Seymour also has a problem because he is not achieving his research and grant writing goals. He is also set to get a poor evaluation from the students because they have not learned anything.</p> <p><b>Critical needs:</b> The critical need for the pre-Med students is to learn the core material to better prepare to pass their MCATs and the course.</p> <p><b>The Intervention:</b> Consultation with key persons (the students).</p> <p><b>Data needed to assess the effectiveness of the instruction:</b> Paul could review student grades and explore learner attributes (learning style and demographic data) to modify instruction.</p>
<b>Task Analysis</b>	The task that Paul Seymour needs to perform is to administer an assessment tool to students and analyze the data. The feedback given is what could be used to improve student success and improve instructional delivery.
<b>Learner Analysis</b>	<p><b>Audience:</b> Students</p> <p><b>Stakeholders:</b> Paul Seymour, other Faculty, and Administrators.</p> <p><b>Gauge their current levels:</b> Survey or interview students to determine their attitudes or feeling about collaborative learning as an instructional technique.</p>
<b>Goals/Objectives</b>	<p><b>Possible solutions:</b></p> <ul style="list-style-type: none"> <li>• Identify the most important predictors of student satisfaction</li> <li>• Determine student attitudes toward the instructor</li> <li>• Change instructional technique and delivery</li> <li>• Interact with other faculty that students gave feedback to and find out what works for their classes</li> </ul> <p><b>Goal:</b> To improve instructional delivery and hold student interest</p> <ol style="list-style-type: none"> <li>1. The instructor will identify best practices in classroom instruction.</li> <li>2. The instructor will use appropriate methods to manage student participation and learning.</li> <li>3. The instructor will assess student learning styles.</li> </ol> <p><b>Changes in behavior or performance:</b></p> <ul style="list-style-type: none"> <li>• The instructor should promote and encourage positive instructor-student interaction.</li> </ul>
<b>Reference</b>	Brown, A., & Green, T. (2016). <i>The essentials of instructional design: Connecting fundamental principles with process and practice (3<sup>rd</sup> ed.)</i> . New York, NY: Routledge.