Higher Ed Case Studies

Project 2

EDTC – 814 Dr.Laura Zieger

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**Case Study #1: South Run State College**

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|  | Criteria for Needs Assessment to Support Online Learning Plan |
| **Overview What is known? Setting**  **Mission**  **Financial**  **Environment**  **Opportunity**  **Constraint**  **Stakeholders** | Newly hired Online Learning Director sets out to develop plan for program  1. SouthRun State College (SRSC) is an urban state institution with an enrollment of 6500 undergraduate students and 2000 graduate students.  2. Mission is improvement of the educational, intellectual, cultural, socio-economic, and physical environment of the surrounding urban region.  3. SRSC is experiencing difficult times financially. State support has been declining for higher education. To deal with this SRSC has increased tuition and student fees.  4. Recently, SRSC enrollment in both schools has decreased while neighboring schools attendance is stable.  5. Although online courses are popular and cost efficient generally, the college has no online undergraduate or graduate programs, although some individual courses are offered online and/or hybrid. Courses offered online receive the 2 worst student evaluations of all courses.  6. The Provost has instituted a new rule that no faculty may teach more than one course per semester online due to the poor evaluations.  7. Students, Faculty, Administrators, Community. |
| **Needs Analysis**  **Setting**  **Why is this needed?**  **Who wants the change?**  **What are the assumption**  **How can we study this? Techniques to use**  **Possible solutions?**  **What are the steps to take?**  **What are the possible impacts?**  **How can we measure this?**  **Where will it take place?** | A Needs Analysis is required (Brown & Green (2015, p44) to bring about change in students attitude toward online courses.  `Setting environment: South Run State College  1.SRSC has declining enrollment  2, SRSC faces rising tuition and fees and financial problems  3, The Provost has hired a new Online Learning Director and commissioned a plan  4. Online courses are traditionally cheaper  5. Other colleges are nearby and have stable enrollment  6. OLD will conduct a 4 phase needs assessment (Morrison et. al pp.36-39);planning, collecting data, analyze the data, compile the final report including quantitative data and qualitative if needed to base recommendation on.  6. Assumption 1. online courses will improve enrollment and finances  7. First step – a. confirm what the problem on campus is with online courses  b. identifies the gap between expected performance of online courses and actual performance. c. meet with a Subject Matter Expert (SME) and gather information based on facts to get to the source of the problem and design a solution  8. Techniques : Interviews with administrators and students; questionnaire and group meetings  9. Solution: Recommend an Instructional Intervention: Determine /recommend expansion of online education as a solution to the problem of declining revenue, and enrollment.  10. Allow Provost to be part of the discussion and decision making  11. Conduct a member check  12. Design the Instructional Program as part of the plan according to UDL guidelines  13.Get Provost buy in to roll out the program and remove restriction on number of online courses faculty can teach  12. Monitor the possible impacts: a. increase in number of students enrolled in online courses b. any increases in enrollment c. increased revenues d. increased courses for faculty to teach d. improvement in student evaluations e. increased number of courses taken as continuing education by the community |
| **Task Analysis**  **Who will conduct the study?**  **What information needs to be collected**  **What are the key questions that need to be asked**  **Why are online courses being reviewed unfavorably**  **Is a SME available?**  **Can other online courses be used as a comparison** | A task analysis that needs to be in place so a clear understanding of what can be accomplished, skills to be leaner and sequence to be used to improve perceptions of students about online learning courses classes Brown and Green, p60)  1. The Online Learning director (OLD) will conduct the study  2. The OLD will review existing survey data  3. The OLM will meet with SME if available  4. The OLM staff will review data on other online programs at other schools  5. Identifying the opportunities and constraint these programs face  6. Conduct an instructional analysis (Dick & Carey (2011)  7. Create a survey for students and administrator about attitudes towards online courses and desire to take online courses  8. Administer the survey through existing courses on campus  9. Create a flowchart of tasks to be performed(Dick et al(2011)  10. Create specific learning goals  11.If demand exists develop plan for teaching including number an types of courses, faculty availability, cost of implementing program, resources required  12. Conduct face to face meetings with faculty about desire to teach online courses in their subject matter |
| **Learner Analysis**  **Who is the audience?**  **What are the skills of the students?**  **What are their basic needs?**  **What are the skills of the instructors**  **What do the instructors want?** | A Learner Analysis will be conducted as a corollary activity to the Task Analysis (Brown & Green 2015,p. 73) to determine the prerequisite knowledge, skills and attitude toward the task and to help find the appropriate solution  1. Identify Students who want online courses because of lower cost and ease  2. Determine Capabilities of SRSC students  3. Use a User centered design – consider the needs of the end user  Use Mayer’s (1988 p, 60) approach : Age, sex , educational background, reasons for attending course, attitude towards course attendance, biases, needs gratifiers, basic skills in area, reading ability of SRSC students  4. Examine school data on students (demographics)  4. Ask the students themselves  5.Instructors want flexibility to teach courses  6. Survey the instructors to determine skills  7. Create a chart of typical learner characteristics (p82)  8. Conduct a member check for accuracy  9. Instructional design can determine if basic needs of students are being met by on User centered design more courses  10.Designer can determine if students will participate voluntarily or are under some obligation to attend  11. Conduct formative evaluations and summative evaluations  12.Point out financial opportunities , increased enrollment and benefits to the surrounding community in line with the college’s mission  13. Use all of the above to help make recommendations to the Provost who has the power to remove the restrictions from faculty teaching more than one online course imposed after student evaluations ranked online courses poorly |
| **Goals**  **Objectives**  **Expected changes**  **Costs of program** | The following is a list of goals and objectives (Brown & Green, 2015 p 87) to carry out the results of the needs assessment and recommend a course of action  Goal: Produce High Quality Online Courses which will stabilize SRSC financially  1.Objective: Create more online undergraduate classes at affordable tuition  2.Objective: produce more options for students to take courses at flexible times  3.Objective: recruit staff to provide wider online course offerings  4. Objective: Create a Graduate Online degree to grow SRSC enrollment  Program and course development as part of overall department budgets; increase salary to professors offset by technology fees for online courses. Program should be rolled out over three year period and goal to increase online presence by 20% annually. |

**Case Study #2: A Dilemma Case in Teaching**

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|  | **Criteria** | **uc** |
| **Overview What is known?**  **Setting**  **Stakeholders**  **Environment**  **Opportunity**  **Constraint** | University of Chicago‘s Dr. Paul Seymour is a talented educator who has instituted collaborative learning in his Molecular Biology class.  Five weeks into the semester his students are unhappy with the approach based on surveys given to students,  The Department Chairman Dr. David Montague is unhappy he is not devoting more time to grant preparation. In collaborative learning your grade is based 50% on your own work, and a 50% group grade.  40 junior students mostly pre med. Dr Seymour is unsure of his approach. Grants are available that Dr Seymour can apply for. The Department Chair.  Other professors are uneasy with this approach as it is different from the traditional instruction methods they use in their classrooms  Dr Paul Seymour has seen this collaborative approach work well  Students have to take MCAT’s this spring, fact driven standardized tests |  |
| **Needs Analysis**  **Setting**  **Why is this needed?**  **Who wants the change?**  **What are the assumption**  **How can we study this?**  **Techniques to use?**  **Possible solutions?**  **What are the steps to take?**  **What are the possible impacts?**  **How can we measure this?**  **Where will it take place?** | A Needs Analysis is required (Brown & Green (2015 p44) to bring about change in students attitude and perception toward collaboration courses  1,University of Chicago’s Molecular Biology class  2. Students are unhappy with collaborative learning approach in Dr. Paul Seymours’ classroom  3.The students and Chairman of the Department want Paul to reevaluate his classroom instruction style  4.The primary goal is the student learner who feel this approach will hurt their performance and chances on getting into medical school  5.Dr.Seymour as a non tenured instructor needs to satisfy his department chair.  6.Dr. Seymour needs to perform a needs analysis to determine if he should alter his teaching style to go back to traditional instructor led class  7. Smith and Ragan Model (2004 pp 32-35) can be used for needs assessment Problem Finding, Problem Solving Model (Brown&Green p.53) four steps: 1.determine whether there really is a problem, 2. determine whether cause of problem is related to teachers performance or learners achievement in educational environment,3.detrmine whether the solution to the achievement/performance is learning, 4.determine whether instruction for these goals is already offered  8. Assumption collaborative learning will increase overall performance (Paul’s)  Assumption fact driven instruction will improve retention/performance(students)  9. Observations , discussions , & review of findings in the field  10. Create a flowchart (Magers’ steps to a performance analysis, (Green,p.48)  10. Develop plan that will address student’s concerns while allowing mixed instructional approach  11. Examine the grading rubric to allow flexibility  12. Measure change in attitude by improved evaluations of course by students  13. Measure change in attitude by Paul about teaching collaboratively by self reflection  14.Molecular Evolution classroom at University of Chicago |  |
| **Task Analysis**  **Who will conduct the study?**  **What information needs to be collected**  **Who are key persons available to solve the problem**  **Who will gather the information**  **Is a SME available?**  **What key tasks need to be performed and sequence of tasks?**  **Opportunities** | A task analysis that needs to be in place so a clear understanding of what can be accomplished, skills to be leaner and sequence to be used to improve perceptions of students about online learning courses classes Brown and Green, p60)  Dr. Seymour will conduct the study  Key questions that need to be asked through interviews and surveys of students and faculty at the University  Student reasons for not liking collaborative instruction style of Dr. Seymours class; key desires will be assessed  Students, faculty, SME and Dr Seymour himself for in class issues  Dr Seymour and Department Chair on Chairs expectations that Dr. Seymour write more grants for his department  Dr. Seymour and his staff  Dr. Craxton, his mentor, a SME expert on collaborative instruction  Using Morrison,Ross and Kemp (2006) p.49 perform a four steps study: Planning  collecting data  analyzing data  making a final report to use for recommendation  Make a flow chart and follow sequence to reach the solution  Important for Dr Seymour to discuss the positives of his instruction style  on students based on best practices and for him to be flexible on creating a compromise within his class based on facts revealed in his study (ie. Grading, mixed instruction approach-traditional and collaborative) |  |
| **Learner Analysis**  **Who is the audience?**  **What are the basic needs?**  **Instructors skills**  **What do the instructors want?** | A Learner Analysis will be conducted as a corollary activity to the Task Analysis (Brown & Green 2015,p. 73) to determine the prerequisite knowledge, skills and attitude toward the task and to help find the appropriate solution,  Dr. Seymours’ students 40 junior pre-med who are high achievers.  Perform an analysis demographically, age, sex, reasons for attending course, attitude towards course,need gratifiers, reading ability Prepare a chart of these characteristics  Maslow’s Hierarchy of Needs p.75  **Students**  Emotional: Approval and recognition  Spirtual: Realizing Ones Potential,Self Fulfillment  **Instructors**  Emotional: Approval and Recognition  Spiritual: Realizing One’s Potential  Dr. Seymour is high trained and eager to help his students. He will work diligently towards a solution.  Dr. Seymour wants to be an effective instructor that meets the needs of his students |  |
| **Goals**  **Objectives Expected changes**  **Costs of program** | The following is a list of goals and objectives (Brown & Green, 2015 p 87) to carry out the results of the needs assessment and recommend a course of action for De. Seymour’s class  Goal :To meet the needs of the students while using a collaborative instructional method  Objective- describe best practices to gain buy in from students  Objective- produce students familiar with collaborative instructional methods advantages to learners  Goal : To improve the student experience in the Molecular Evolution course  Objective: predict favorable impact on MCAT’s scores  Objective: produce favorable reviews of course as structured  The expected change is an understanding of collaborative learning instruction style as a positive experience for pre med students.  Program relies on qualitative data being conducted by salaried employees of university, no additional costs anticipated |  |

**References**

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