BUILDING THE BOAT IN THE WATER: a low-level front-end design and high-level, delivery-based course development methodology for higher education

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Overview: researcher perspective

- Context: from DE to OL
- 2 classical design models, 1 emerging
  - Traditional University (course planning model)
  - Distance Education University (ISD model)
  - Dual-mode University (blended online learning (BOL) model)
    - BOL Components & Deployment
Thriving ICT industry; invigorated field of research in IDT (Reiser & Dempsey, 2007);

Universities, complete technological array of options for DE/OL (Bates, 2005; Bullen & Janes, 2007; Garrison & Vaughan, 2007);

However, mixed results for “Web” courses (Allen & Seaman, 2004; Larreamendy-Joerns & Leinhardt, 2006; OECD, 2005);

Insufficient reporting (OECD, 2005; Tallent-Runnels, Thomas, Lan, Cooper, Ahern, Shaw & Liu, 2006);

Faculty lack time & incentive (Gutierrez-Morthera, 2002; Moore & Kearsley, 2005);

Initiatives criticized, administration-led and profit-motivated (Feenberg, 1999; Noble, 1998; Magnussen, 2005); often ineffective (Carr-Chellman, 2005).
Nonetheless, continuing interest in DE/OL in TUs:
- promote social justice by access to HE (Van Dusen, 2000);
- increase enrolments, decrease costs (Jung, 2003);
- Universities turning to *blended learning*, using ICT to develop online components of on-campus courses (Bonk & Graham, 2005; Garrison & Vaughan, 2008);
- Faculty develop materials for online delivery which complement on-campus teaching and learning (Cook, Owston & Garrison, 2004; Cummings, Bonk & Jacobs, 2002);
- Current study underway (Power & Vaughan) looks at the implementation of a blended ONLINE learning model.
The blended online learning environment is the simultaneous and complimentary integration and implementation of:

- a system-managed, asynchronous-mode learning environment (i.e. a course management system) and
- a faculty-led, synchronous-mode learning environment (i.e. a "virtual classroom" environment).

(Power, 2008a)
Two main components

- Completely online

- Asynchronous activities

- Synchronous activities
Research method

- **Design research** inspired-approach (Brown, Collins & Duguid, 1989; Sandovel & Bell, 2004; Joseph, 2004; Jonassen, Cernusca & Ionas, 2007)

- “Design is research and research is design. Design research uses continuous cycles of design, implementation, analysis and redesign” (Jonassen, Cernusca & Ionas, 2007, p. 48).

- **Development research** (Richey, Klein & Nelson, 2004; Van der Maren, 1998); case study-based, problem-solving approach to data collection (Ertmer & Quinn, 2007; Berg, 2001; Leedy & Ormrod, 1999; Yin, 1994).
Distance Education University Design Model

- Instructional Design
- Instructional Development
- Instructional Delivery

The dry-docks model
Distance Education University Design Model

Resources and Activities Design & Development

Instructional Design: start

Instructional Design: end

Dev: start

Dev: end

Prior to course delivery

Course project plan

Resources and Activities Delivery

Delivery start

Delivery end

EFFECT : ROUGHLY 80%

20%
Distance Education University Design Model

Classical single-mode distance education has been characterized by high structure and low dialogue.
Traditional University Design model

- Course Delivery
  Ongoing course prep

- Course Preparation
  (limited design & development)

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Traditional University Design Model

Course preparation

Design & Development prior to course Delivery

Course: start

Continuing Preparation & Delivery

During Course Delivery

Ongoing teaching, student support and performance evaluation process

Course: end

Program course description

Course: start

Course: end

Ongoing teaching, student support and performance evaluation process

EFFORT: 20%

Continuing Preparation & Delivery

During Course Delivery

Ongoing teaching, student support and performance evaluation process

EFFORT: 80%
Classical single-mode traditional higher education has been characterized by high dialogue and low structure.
Blended Online Learning Design Model

- Course Delivery
- Instructional Design & Development (A+B+C)

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Blended Online Learning Design Model

Design & Development start

Development & Delivery: start

Design & Development end

Development & Delivery: end

Development & Delivery during Course Delivery

EFFORT: ROUGHLY 50%-50%

Redesign
Blended Online Learning Design Model

A more equal emphasis on design, development & delivery.
Course organisation

Weekly Individual Assignments
(readings, online research, quiz)
Weekly Team Assignments

1. Reviewing readings, answering debate questions, writing team questions

2. Group meetings in direct mode synchronously every week at a fixed time
Professor

Travail individuel pendant la semaine (lectures, recherche en ligne, quiz)

Participants

Travail en dyades en mode asynchrone pendant la semaine

Group

Équipes

SYNCHRONOUS MODE

Participant

Membre 1

Équipe X

Participant

Membre 2

Équipe X

3.

2.

1.