Portfolio Project

Orientation Course for Fall ENG 090 On-line Students 2010

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Trends and Issues in Instructional Design

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 March 12, 2010

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Project: Orientation Course to Web-CT and On-line Learning (1 credit)

Name of organization: Northwest State Community College, Archbold, OH

Description of the organization: Northwest State Community College (NSCC) is a two year community college located in northwest Ohio that serves a rural five county area. The college was originally established as a technical college and now has grown to serve 4, 192 students offering associate degrees in nursing, human services, business, early childhood education, engineering, and computer technology. Associate degrees in arts and sciences are also offered so that students may prepare to transfer to a four year institution. Students range in age from fourteen to eighty as area high schools permit students to attend and obtain credits towards an associate degree through the postsecondary option program. As well as the traditional recent high school graduates who are furthering their education, many displaced workers and other adults who have desired to change careers are also a part of the student body. Many of these students have been out of school for ten or twenty plus years. Students come from a diverse background in terms of education, work experience, and career expectations.

Description of the topic: Development of a one-credit orientation to on-line learning course for students enrolling in on-line sections of ENG 090 Basic Composition. The course is to be taken prior to the beginning of ENG 090. ENG 090 is a developmental writing course that is offered as a brush up course for non-traditional students to refresh basic English grammar and writing skills or is required for students based on their Compass test scores.

**Instructional need**: Students who enroll in on-line sections of ENG 090 Basic Composition have a lower course completion rate and success rate than those who enroll in face-to-face sections of the course. The felt need of current course instructors is that an orientation course would help to resolve the instructional need.

**Learner Analysis:**

**Target Audience**:

The primary target audience is learners who will enroll in ENG 090 for Fall semester 2010. A secondary target audience is students who enroll in other on-line courses for Fall 2010. If the course is successful, the course will be made available to other on-line students in order to improve the learner success rate for all on-line courses. However, the focus for this design project will be the primary audience.

General characteristics of learners:

Learners may range in age from 14 to 80. However, the majority of students are between the ages 19 to 55 with the median age range running between 29-34 years of age. Learners will generally have a high school diploma or G.E.D. Learners will be enrolled in ENG-090 Basic Composition in the Fall of 2010 and may have been placed in that course due to low scores on the Compass Test assessment of English grammar and writing skills or due to self-enrollment in the course because of the desire to review basic grammar and writing skills before enrolling in English Composition I.

Cultural and ADA consideration:

 A growing number of learners at Northwest State are ESL learners. The predominant first language of ESL learners is Spanish. Northwest State also has several international students each semester from Youth for Understanding. Frequently the international students and ESL learners are enrolled in ENG-090. Since the learners enrolling in the orientation course are developmental education students, ESL learners, and international students, the orientation course must consider the learners’ levels of English communication skills and reading comprehension. The instructional designer will also work with NSCC’s ADA coordinator and Success Center staff to meet the accessibility or accommodations needs of learners who qualify.

Pre-requisite skills:

Since learners are enrolling in on-line courses, basic skills with word processing software are necessary. In addition, it is assumed that they will also know how to log-in to the Banner course home page and locate the Web CT course access page, as they will have pre-registered for the orientation course and ENG-090 and will have already received Web-CT access codes. An additional module may need to be created or tutoring support may need to be available for students who do not have the necessary keyboard or word-processing skills. A technology survey will be conducted at the beginning of the orientation course.

Motivation and attitude of learners toward subject matter:

While some learners will self-enroll, others are required to enroll as a pre-requisite to enrolling in on-line ENG-090. The instructional designer must take into account the differing attitudes learners may have. Those who are required to take the course may view it as a waste of time and be resistant. The students who self-enroll will have a higher level of intrinsic motivation and/or a positive attitude toward the course. Those who are required to take the course are generally not as highly motivated. The non-traditional learners enrolled will have a high level of self-motivation, but often exhibit a low level of self-confidence and doubt if they can successfully complete the material. The course will need to be designed so that students can successfully complete each step and so that self-confidence will grow.

**Application of motivational theories, adult learning theories and instructional design models to target audience:**

 In order to encourage student self-confidence, course content should move from “very easy content and gradually increase over time” (Morrison, Ross, & Kemp, 2007, p. 58). Gagne’s model of instructional design is appropriate for developmental courses since basic skills are to be mastered and learners need ongoing support and encouragement from the instructor. Therefore, Gagne’s model will be considered for use in the orientation course. His model will allow for frequent feedback which will help provide an environment “that is systematically structured with requirements (objectives) clearly specified” as desired by adult learners according to Morrison, Ross, & Kemp. (2007, p. 61) Course objectives will be clearly specified and presented in a manner that is effective and appropriate for adult learners taking into account the language and reading comprehension abilities of the learners. A technology survey at the beginning of the course will reflect a respect for the adult learners’ prior knowledge and the discussion board activities will provide for peer interaction which adult learners tend to value. In the case of the target group, the peer interaction should help strengthen self-confidence and motivation as learners find others have common issues and concerns. If learners successfully master the technology skills in the orientation course, they will gain confidence and have a higher level of motivation to enter ENG-090.

The research of Wadsworth, Husman, Duggan, and Pennington (2007) suggest that self-efficacy is a key factor for the success of students enrolled in developmental education courses. While all students need feedback from instructors, developmental students may face “challenges in interpreting and/or using the feedback given” in the online environment (Wadsworth, Husman, Duggan, and Pennington, 2007, p. 8) The study of 89 students enrolled in developmental classes looked at the relationship between grade earned and motivational and learning strategies used by the students. Self-efficacy was tested by asking students to rate “on a scale from 1-10, how confident they were about their capability to successfully complete specific types of mathematics problems (Wadsworth, Husman, Duggan, and Pennington, 2007, p. 10). When final grades were compared with student learning and motivational strategies, self-efficacy was a factor. The recommendations of this study suggest comparing “success rates in developmental courses offered via a traditional versus an online classroom. If the same course material is covered in each class, this comparison would provide interesting data to discuss the effects of the classroom environment (Wadsworth, Husman, Duggan, and Pennington, 2007, p. 13). If the success rate is shown to vary greatly between the two learning environments, instructors may need to schedule face-to-face conferences, use video conferencing, phone conversations, or a hybrid delivery platform to create the instructor-student interaction to assist learners in interpreting feedback.

 The motivational levels of learners in on-line sections of Basic Composition are significantly lower than levels of those of learners enrolled in face-to-face sections of the course. The motivational level of students is reflected in the percentage of students who stopped attending or logging on to the course before the end of the term. Data has been gathered for students enrolled in ENG-090 for Fall of 2008 and 2009. In Fall of 2008, 0.7% of the students in the face-to-face classes officially withdrew as compared to 14% of those enrolled in on-line sections of the same course. For students in face-to-face courses in 2008, 12% stopped attending the course by mid-term compared to 24% of those enrolled in on-line courses. In 2009, 5% of those enrolled in face-to-face classes withdrew while 11% of those enrolled in on-line courses withdrew. The rate of those who stopped attending by mid-term for face-to-face courses was 16% compared to 29% for those enrolled in on-line courses. Learners enrolled in ENG-090 on-line courses withdrew or stopped attending at a significantly higher rate than those enrolled in face-to-face courses (as a general trend the rates are twice as high). Since the course content is similar for both courses, the delivery method and student motivation appeared to be factors. While the instructor’s approach to the course could be an intervening variable, the rate of learners withdrawing or simply stopping attending the course is higher for on-line courses than face-to-face courses and is a sign of lack of motivation or negative attitude toward the course. Data comparing face-to-face course and on-line course withdrawal and attendance rates for one instructor reflects a higher rate for the on-line courses which is consistent with overall data. Unsatisfactory class performance is also higher for on-line ENG 090 sections than face-to-face. For 2008, 27% of students failed in face-to-face sections while 48% failed in on-line sections. For 2009, the rates were 35% and 51% respectively.

 Correlations can be drawn from performance data for 2008 and 2009 that motivational levels and student staying power is lower for students in the on-line sections of ENG 090. While the student body for Fall 2010 is not yet determined, it is hoped that by creating a learning environment that prepares students for the on-line environment, student motivation will increase, and the withdrawal, absenteeism, and failure rates for the on-line sections will be lowered. The purpose of the orientation class is to give students the skills needed to be comfortable with the learning environment of Web CT so that they will concentrate on the content of ENG 090 and the anxiety about technology and on-line learning will be reduced. In accord with Knowles’ application of adult learning theory to technology, “instruction will take into account the wide range of different backgrounds of learners…and activities should allow for different levels/types of previous experience with computers. (“Andragogy (M. Knowles)).

**Contextual Analysis:**

Learning environment:

 The learning environment for the orientation course is Web CT learning management system. As far as the Orienting Context, the background and abilities of the learners as discussed in the learner analysis will be taken into account by the instructional designer. The orientation course will present skills that learners will find useful for navigating Web CT. Web CT is presently used for ENG 090 and all NSCC on-line courses. The skills should prove useful for learners’ academic success. Currently, an optional, self-paced, ungraded orientation exists, but learners do not take advantage of it since it is not required and since no guidance or feedback is received from a mentor or facilitator. Therefore, the orientation course will have an instructor, will have graded activities, and will be worth one academic credit. In order to receive the credit, students will need to maintain an average of 75% and a grade of satisfactory.

 Since the course is on-line, learners will be able to work at any hour of the day or night as long as the course is completed by the course end date. The course is expected to be offered during the month of August.

Technology Inventory:

 Technologies that are available for the instructional designer to use include the Web-CT learning management system, ability to create and upload PowerPoint presentations, video clips, and/or Pod casts, the use of computer with Microsoft Office, the resources of the Teaching and Learning Center, the campus Wi-Fi, school e-mail address, and on-line library sources. Learners are able to use computer labs on campus, access to Web-CT, feedback on writing assignments through Smarthinking, school e-mail address, and on-line library services. Learners will be using a variety of word-processing software and ability to watch video/audio clips may be limited depending upon the capabilities of the computer they use. Since it is an on-line course, students generally do not use the on-campus computer labs. The “lowest common denominator” for technology is a computer with a free downloadable word-processing software such as Open Office and access to Web-CT.

**Task Analysis:**

 Upon completion of the orientation to on-line learning course, learners will be expected to successfully participate in and submit assignments in on-line course sections of ENG-090 Basic Composition. The assignments for ENG-090 are available to learners through the use of Web-CT learning management system. If learners have successfully completed the components of the on-line orientation, learners will be able to participate in discussion boards, view assignment files, convert files to .doc or .rtf, upload assignments to the appropriate assignment page, take quizzes, and send e-mails to communicate with fellow classmates and instructor. These skills and related knowledge will form the basis for the content of the proposed orientation course.

 The instructional designer is also the subject matter expert for this course as she has taught the face-to-face version of the ENG-090 which is the course the orientation course is to prepare students for. The instructional designer also has an extensive background teaching and redesigning courses using Web-CT and has assisted learners in those courses accomplish the tasks that form the content of the orientation course. However, since the instructional designer has not taught the on-line version of ENG-090, she has consulted and interviewed another subject matter expert who is the original designer of the on-line version of ENG-090 and is the lead faculty member for developmental English at Northwest State Community College.

 In addition to the seven key tasks that form the core content for the orientation course, learners will have opportunities to reflect upon the concept of on-line learning, how on-line learning differs from face-to-face courses (principles), and their readiness for on-line learning (attitude). These principles and attitudes will be paired with the seven major technical skills that form the core of the orientation program.

 The methodology of the task analysis will outline the seven technical skills through a procedural analysis while a content structural analysis will be used to indicate the related concepts, principles, and attitudes that form the information that will be taught through practice of the procedural skills. The eighth task will be a demonstration of the learner’s readiness to use technology and enter into the Eng 090 on-line course.

**Technical Procedures/Skills (Procedural Analysis)**

1. View Assignment Files
2. From the Web-CT home page click on the Assignment Icon.
3. Click on the highlighted title of a specific assignment.
4. A box will open asking if the learner wants to open the file.
5. Click open.
6. The assignment will open in a word processing file.
7. View the assignment file.
	1. Options
		1. Save file
		2. Print file.
8. Send e-mail to instructor and classmates
9. From the Web-CT home page click on the E-mail Icon.
10. Click on Compose (upper left)
11. Type information in the subject line.
12. Type information in the message area.
13. Click send (bottom.)
14. Related process: To reply to e-mails.
15. Related interpersonal/principles
	1. Use good grammar
	2. Netiquette.
	3. Consideration of word choice.
16. Participate in discussion board
17. From the Web-CT home page click on the Discussion Board Icon.
18. Click on desired discussion thread.
19. Options
	1. Compose original message
		1. Click compose
		2. Type information in subject line and message area.
		3. Click post (bottom right)
	2. To read existing postings
		1. Click on thread.
		2. Click on arrow on left hand side.
		3. Click on title of message.
		4. To move to next message, click on next thread.
	3. To reply to existing postings.
		1. Click on reply.
		2. Type information in message area.
		3. Click post.
20. Related interpersonal/attitudes/principles
	1. Awareness that what one types is public
	2. Allow others time to respond
	3. Support points
	4. Active participation is important.
	5. Develop responses: more than one sentence.
	6. Task-oriented.
21. Saving or converting assignments to .doc or .rtf
22. Type assignment in word processing software
	1. Successful: use Word, Works, Open Office, etc.
	2. Difficulties: WordPad, Notepad, unconverted files
23. Related facts/concepts
	1. Converting files
	2. File extensions
		1. Successful: .doc, .rtf
		2. Some challenges: .docx
		3. Will not work: .odt
	3. Free word-processing software: Open Office
		1. Cautions: convert files
24. After typing assignment in Word processing file, click save as.
	1. Under “file” in many word processing software
	2. Related principles
		1. Why use “save as” rather than “save”
25. After clicking “save as”, type name of file in file name line.
	1. Include assignment number and name.
26. On line below, click down arrow.
27. Scroll down drop down menu to find
	1. Options
		1. Word 97-2003 files (.doc)
		2. Rich text format (.rtf)
28. One of the above options should appear in box below file name.
29. Click save (right hand lower corner of box)
	1. Options
		1. Save file to flash drive
		2. Save file to computer

Caution: Make sure it can be easily found.

1. Related process: if work is already typed and saved as file that is not .doc or .rtf
	1. Open desired file.
	2. Click “save as”
	3. In box below file name, click down arrow.
		1. Scroll down to either Word 97-2003 files (.doc)
		2. Rich text format (.rtf)
	4. Save file: (options)
		1. To flash drive
		2. To Computer
2. Upload assignments to the appropriate assignment page.
3. From the Web CT home page, click on the Assignment Icon.
4. Click on the desired assignment.
5. Click on Upload file.
6. Click on Browse.
7. Locate file that needs to be uploaded.
8. Click Save.
9. Name of file will appear in new window.
10. Click Upload file.
11. Wait for message that says file is successfully uploaded.
12. Take quizzes
13. From the Web CT home page, click on the Quiz Icon
14. Click on number or title of desired quiz.
15. Related concepts/principles
	1. Timed or not
	2. Retakes or not
	3. Read directions carefully
16. Variety of options for quiz
	1. Multiple choice
		1. Click dot beside answer
			1. Some questions may require more than one answer
	2. True/False
		1. Click dot beside answer
	3. Fill-ins
		1. Type the word or words in the space provided.
17. Click submit.
18. View results: Grade book or Click on quiz itself.
	1. Options
		1. Graded automatically
		2. Instructor will score and post grades
19. Locate and view feedback from graded assignments. Options.
	1. Click on Grade Icon on Web CT home page to view grade in Grade book.
	2. Click on Assignment Icon.
		1. Click on desired assignment.
		2. Click on “Status Graded”
		3. View grade.
		4. For further comments, click on “Instructor’s Comments”
	3. View instructor’s comments in assignment file.
		1. Download file.
			1. Having clicked on desired assignment, click download.
			2. Indicate where file is to be saved.
				1. Options.

Flash drive

Computer

* + - * 1. Click save.
				2. Once file is saved, click file, then open to view file.
				3. Variations with word processing software about being able to view “track changes”
				4. Options

Instructor may use “track changes”

Instructor may use a different color

1. Complete technology and on-line learning survey/self assessment.

**Objectives:**

**General Purposes and related Terminal Objectives with Enabling Objectives for first two purposes and final purpose.**

1. General purpose: To know what course assignments are in Web-CT on-line courses so assignments can be completed. (Cognitive domain)

Terminal objective: To locate, open, view, save and print a course assignment in Web-CT. (Cognitive and psychomotor)

Enabling objectives:

To locate the Web CT course home page. (Cognitive)

To locate and click on the on the Assignment icon on the course home page. (Cognitive )

To click on the title of a specific assignment. (Cognitive)

To open, save, and print the assignment file. (Cognitive and psychomotor)

1. General purpose: To communicate successfully with instructor and classmates by e-mail. (Cognitive)

Terminal objective: To send e-mails to the instructor and peers and respond to e-mail sent by the instructor or peers. (Cognitive and psychomotor)

Enabling objectives:

To locate the Web CT home page. (Cognitive)

To locate and click on the E-mail icon on the course home page. (Cognitive)

To locate and click on the word “compose” which is located in the upper left of the e-mail page. (Cognitive)

To select name of instructor or peer from the drop down box. (Cognitive)

To type the topic in the subject line. (Cognitive and psychomotor)

To compose and type message in the message area. (Cognitive and psychomotor)

To write message using good English grammar. (Cognitive).

To be attentive to Netiquette when communicating with instructor and peers. (Affective)

To click “send” to send e-mail to peers or instructor. (Cognitive)

To locate, read, and respond to e-mails sent by instructor or peers using “reply” function. (Cognitive, psychomotor, and affective)

1. General purpose: To participate in course discussion boards. (Cognitive and psychomotor)

Terminal objective: To post original postings to the discussion board and reply to postings made by peers. (Cognitive and psychomotor)

1. General purpose: To save assignment files in a format so that the instructor and others are able to read them. (Cognitive and psychomotor)

Terminal objective: To convert and save course assignments as .doc or .rtf files. (Cognitive and psychomotor)

1. General purpose: To turn in course assignments. (Cognitive)

Terminal objective: To upload files at the assignment page in Web-CT. (Cognitive and psychomotor)

1. General purpose: To complete required quizzes. (Cognitive)

Terminal objective: To locate and complete required quizzes in Web-CT. (Cognitive and psychomotor)

1. General purpose: To know one’s progress in a course. (Cognitive)

Terminal objective: To locate and view instructor’s feedback and grades on assignments. (Cognitive and psychomotor)

1. General purpose: To self-assess one’s knowledge of technology and comfort with on-line learning. (Affective and cognitive domain)

Terminal objective: To name one’s experience with technology and expectations of on-line learning. (Affective and cognitive domain)

Enabling objectives:

To complete an on-line survey in which comfort level with different technologies is indicated and expectations for on-line courses are prioritized. (Affective, cognitive, and psychomotor).

To respond to brief articles concerning on-line learning through discussion board postings and completion of assignments and quizzes. (Affective, cognitive, and psychomotor)

**Module 1: Expanded Performance Matrix Julie Kling**

Select 1 module to develop. List your objectives in sequential order and fill out the row for each objective.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objective**Module 1** | Fact, concept, principle, rule, procedure, interpersonal, or attitude? | Recall or Application? | Strategy | Activity |
| **Terminal objective:**To locate and view a course assignment in Web CT. | Procedure | Application | DemonstrationElaboration Practice | PowerPoint demonstration of processStudents will then apply the procedure to open assignment file 1-1 which will be needed for module 2. |
| **Enabling objectives**:To locate the Web CT course homepage. | Procedure | Application | DemonstrationPractice | A letter will be sent out prior to course explaining how to log in to Web CT course home page. Students will need to log in prior to start of course. |
| To locate and click on the assignment icon on the course home page.To click on the title of a specific assignment.To open and view an assignment file.To save and print an assignment file.(The assignment file will be used in module 2.) | ProcedureProcedureProcedureProcedureProcedure | ApplicationApplicationApplicationApplicationApplication | Demonstration PracticeDemonstrationPracticeDemonstrationPracticeDemonstration PracticeDemonstrationPractice | Students will view PowerPoint demonstration of process.Students will then apply the procedure to open assignment file 1-1 which will be needed for module 2.Students will view PowerPoint demonstration of process.Students will then apply the procedure to open assignment file 1-1 which will be needed for module 2. |

**Module 1 Content:**

**Enabling objective**:

To locate the Web CT course homepage.

Activity:

A letter will be sent out prior to course explaining how to log in to Web CT course home page. Students will need to log in prior to start of course.

**Sample letter**

<Date>

Dear <Learner’s Name>,

Welcome to the Web CT Orientation in preparation for ENG 090 Basic Composition!

The class begins August 15, 2010 and must be completed by August 31, 2010. Please log in to the course, on or before August 15. The course will be available beginning August 12, 2010.

If you are not familiar with WebCT (which is how where you will find course assignments), here are directions to help you find Web CT and log into the course home page:

* Go to the Northwest State website, [www.northweststate.edu](http://www.northweststate.edu); click on Current Students.
* Then, on the right side of the page, click on MyNSCC login.
* When the log in page appears, enter your “N” number, which is your college ID. It will begin with the letter N followed by 8 numbers. This number was assigned to you by the college. (If you are not sure what your “N” number is, contact your advisor or the college registrar.)
* Then, enter your six digit PIN number. If you have not changed it, it will be your birth date, for example: 091880 (September 18, 1980).
* Once you have successfully logged in to MyNSCC, click on Student at the top left of the page.
* Then go to the top right and select “Click here to:”
* Then, click on “Web CT Orientation” , and you should be at the WebCT home page.
* Click on the Syllabus Icon to view the course syllabus and course objectives.
* Click on Module 1 on the left hand side to begin the Course!

I am looking forward to working with each of you. If you have questions, feel free to email me at jkling@northweststate.edu or contact me by phone at 419-267-5511.

Dr. Julie L. Kling

For further development of content for Module 1, see PowerPoint file for Module 1.

**Evaluation:**

The purpose of the formative evaluation is to evaluate the design of each module for effectiveness before modules are used in a formal course setting. The modules will be piloted during one spring online eight week section and one summer online eight week section of ENG 090 Basic Composition. The Web CT Orientation is being designed specifically for students enrolled in ENG 090, so it is appropriate that these are the students who pilot modules. During the selected Spring and Summer eight week ENG 090 sections, students will have access to the proposed Web CT Orientation course modules prior to the beginning of their course as well as during the course. Use of the modules is voluntary, but will be highly recommended by the instructor for students who are new to online learning. Upon completion of a module, students will asked to complete a brief evaluation for the module rating it on a scale of 1-5 (low to high) for helpfulness, ease of use, and clarity. Students will also be given an opportunity to provide suggestions for improvements.

 In addition to student evaluative responses, course data for student withdrawal, absenteeism, and failure will be gathered and compared with the data gathered from 2008 and 2009 online course sections of ENG 090. In the pilot sections of the course, students who choose to use the Web CT orientation modules will be considered the experimental group, and the students who do not use the modules will be considered the control group. The success rates of the two groups will be compared. Success is defined as completing ENG 090 with a grade of 75% or higher. The data will be gathered and compared in the same manner explained on page five of this project description.

 An issue that will need to be considered in analyzing the data from the formative evaluation in the pilot sections is the fact that the use of the modules is optional. Highly motivated students will be more likely to make use of the Web CT Orientation modules. Summative evaluations will be conducted gathering the data for student success as described on page five in the fall or when the Web CT Orientation Course becomes an official one credit course. The summative evaluations will gauge the actual effectiveness of the Web CT Orientation Course in increasing student success rates for online sections of ENG 090.

 Since the formative evaluation will occur for each module, each module can be evaluated separately for effectiveness. The subject matter expert consulted for this project will also be one of the instructors piloting the use of the modules, so the SME will also have the opportunity to provide feedback through written evaluation and face-to-face consultations with the instructional designer.

#  References

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