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# The Impact of a University/Online Program Management Provider Partnership on Faculty Approaches to Teaching Design: A Case Study Using Activity Theory

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**Approval of the Dissertation Committee**

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Swati Ramani as fulfilling the scope and quality requirements for meriting the degree Doctor of Philosophy in Information Systems & Technology.

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## ABSTRACT

The Impact of a University/Online Program Management Provider Partnership on Faculty Approaches to Teaching Design: A Case Study using Activity Theory

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As the number of online courses increase in Higher Education, many higher education institutions outsource online course development to an Online Program Management (OPM) provider because of a lack of budget, staff, and technology. Current research indicates that OPMs often do not have instructional design (ID) services tailored to a specific university. This research uses a Case Study in order to analyze how the nature and dynamics of a business partnership between a research university and an OPM provider impact faculty engagement and development of pedagogical and technological knowledge. They Activity Theory conceptual framework was used to direct inquiry and analysis. Results show a miss in the project management approach from the OPM side which made the process appear more like a start-up company and caused some faculty to lose motivation about the instructional design process. Impact on faculty pedagogical knowledge and development is different for each faculty and is dependent on faculty assumptions, personality, attitudes, training in pedagogy and technology, and past online teaching experiences. A Design Thinking approach from the OPM side and a learning mindset from the faculty side are very important to reap the most benefits of this relationship.

# DEDICATION

This dissertation is dedicated to my mother, Gayatri Ramani. Her inspiration and motivation have encouraged me to complete this work.

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# CHAPTER ONE: INTRODUCTION

Over the past 20 years, universities have been adopting online programs in addition to existing on-the-ground programs (Casey, 2008; Essary, 2014). Many universities are transforming themselves from single mode on-campus universities to dual mode universities after recognizing the importance of providing online/distance education programs and the kinds of opportunities they offer (Rovai & Downey, 2010). Distance education helps universities reach out to the so-called 'non-traditional' students in geographically dispersed locations, with family and employment responsibilities (Fresen, 2018). Other opportunities and advantages include just-in-time learning; increased easy access to learning materials; removal of time, place and situational barriers; cost effectiveness; greater accountability; personalization of educational experience; provision of future employment skills for students; and effective support for lifelong learning (Anderson & Elloumi, 2004). Online learning programs are gaining importance and are now the new standards for delivering learning and training to those learners who want the flexibility and support of an adult learner lifestyle (Allen & Seaman, 2017; Ozcan & Yildirim, 2018). The importance of distance education is acknowledged by many universities across the world (Rovai & Downey, 2010). Over the period 2013-2017, enrollment in at least one distance education course grew by 28.77% (1,493,490) (Bradford, 2019). In a survey of 2,800 Chief Academic Officers, 69.1 percent reported that online education was critical to their institution's long-term strategy (Allen & Seaman, 2013, p. 4). Moreover, many universities are continuing to add distance education programs and grow existing ones even while campus-based enrollments are declining (Allen & Seaman, 2016).

Online learning uses a different platform, builds communities in different ways, demands different pedagogies and requires different choices for curriculum as compared to face-to-face

courses and programs (Morris & Stommel, 2016). Online programs may have the same learning goals as compared to face-to-face programs, but they require different methods to reach those goals (Morris & Stommel, 2016). They require more effective teaching principles and practices so that students do not get overwhelmed or experience excessive cognitive load. Many studies show that teaching online requires a different pedagogy and skill set as compared to the traditional classroom (Fetherston, 2001; Hardy & Bower, 2004; Oliver, 2002; Boling et al., 2012).

Online teachers are faced with new pedagogical issues including student interactions, course content design and delivery, multiple levels of communication, new types of assignments and performance expectations, and different sets of assessments and evaluation techniques (Boling et al., 2012). According to the research conducted by Boling et al. (2012), developing and teaching online courses necessitates adaptations in teaching practices. A persona change occurs when a faculty member transitions from face-to-face teaching to the online classroom (Phillips, 2008). Use of technology in this field demands a shift from a teaching- to a learning-centered paradigm (Boling et al., 2012; Fink, 2013). Many universities, when launching new online programs, train faculty who are going to teach online) via Faculty Development Staff or via in-house Instructional Design and Technology Staff or by outsourcing to third party vendors—Online Program Management Providers (OPMs) that specialize in the development and implementation of online programs.

Online faculty often attend structured training programs, not only on how to use online technologies but also on the pedagogical practices for online course development. There is a literature gap on how faculty pedagogical practices in online course development impacts their

approaches to teaching design. This research will study the changes faculties undergo in their knowledge and understanding of teaching practices when they opt to participate in online teaching. It will also explore how faculty participating in the process view the value of pedagogy versus online technology environment tools, that is, whether they prefer learning how to help students learn over exploring the different tools which might enhance learning, or if they do not have a preference. The focus is to study how online course development impacts faculty, specifically in relation to their pedagogical knowledge and approach to teaching design. This research will also explore whether this training motivates faculty to apply the pedagogical strategies and teaching designs that they learned while teaching online when they teach their traditional face-to-face classes.

Chapter Two presents a literature review, which answers the following questions: What is pedagogy? How do instructors develop or select pedagogy? How can a collaborative instructional design process lead to changing an instructor's approach to pedagogy? Can reframing the teaching context lead to changing an instructor's approach to pedagogy? What role does the TPACK Model (Koehler & Mishra, 2009) play in explaining the implications of online course development? What is the landscape of OPMs and what is the history of these businesses in the successful implementation of online programs?

Chapter Three focuses on the research question and the purpose of this research. It also provides details of the research methodology. This research uses a case study approach. It also uses Activity Theory to support data collection and analysis. This chapter also describes activity theory and the use of case study methodology in detail. It also provides a detailed explanation of participation and recruitment, the population studied, data collection procedures and methods,

triangulation of data, credibility and validity, and “human subjects” considerations (IRB approval- Appendix A). Finally, it provides a brief overview of how the data analysis was conducted and how the findings are presented.

Chapter FOUR provides the detailed analysis and results for this study. It describes the Activity Theory approach used with the content of the OPM and R University partnership with an outsourced Instructional Design firm. It provides a detailed list of all the themes that resulted from the analysis of this research study. Chapter FIVE provides a discussion about the results, as well as strengths, limitations, conclusions and future implications for research. It also includes a discussion on the importance of the use of Activity Theory for the analysis of this study and problems and concerns regarding the project management approach of the OPM and R University upper level management.

# CHAPTER TWO: LITERATURE REVIEW

The accreditation of higher education institutions focuses on efforts to improve the quality of instruction. Faculty professional development has long been known to help improve teaching practices among faculty (Gyorko et al., 2016). However, it has historically been a low priority at many higher educational institutions (Fink, 2013a; Gyorko et al., 2016). Integration of technologies into teaching and learning has made these faculty development efforts challenging (Sorcinelli, 2014). With the growth of new educational technologies and online courses, faculty need new techniques to receive training and develop their understanding of how to merge pedagogy and technology to better teach their subject matter.

This literature review starts with a discussion of what pedagogy/andragogy is and discusses why faculty generally prefer the lecture-style teaching method. It then discusses faculty development initiatives of the past and present in higher education focusing on good pedagogical practices that can be used as a framework for teaching their subject matter. The literature review assesses the challenges faculty face to implement good pedagogical practices, and the importance of pedagogy to the design of online courses. To this end, the chapter describes how using the TPACK Model for training can reframe the teaching context and lead to changing an instructor's approach to pedagogy (Koehler & Mishra, 2009). This includes a description of the role of instructional designers in helping faculty develop online courses and understand pedagogy. Finally, the literature review explores the role Online Program Management (OPM) Providers play in higher education.

**Andragogy**

Although pedagogy is the art and science of helping children learn and andragogy is the art and science of helping adults learn, I have chosen to use pedagogy, which is a more commonly used term. Historically, college faculty have enjoyed a great deal of autonomy in their teaching practices (Martin, 2009; Chittur, 2018). Most instructors use lecture-style teaching methods, which they have originally learned as students while observing their faculty teach college coursework (Halpern & Hakel, 2003; Cutler, 2013; Fink, 2013). However, research on pedagogy shows that teaching is more effective when student-centered activities like discussions and group activities are incorporated (Prince, 2004; Chittur, 2018).

Not many professors employ or follow research-based teaching methods in their classroom (Halpern & Hakel, 2003; Cutler, 2013; Fink, 2013). While many universities have faculty development centers to help faculty improve their teaching skills, they rarely get the funding needed to improve teaching practices at a scale that positively impacts student outcomes (Gyorko et al., 2016). Moreover, these faculty development centers lack the necessary resources and the skilled leaders that are needed to make a deep impact on the faculty of these institutions (Lee, 2010). These leaders mostly have years of experience in teaching but lack the training and experience in research-based teaching practices themselves (Lee, 2010). The result is that over half of college instructors continue to rely heavily on teacher-centered practices like lecturing—a format that contradicts learning principles (Gyorko et al., 2016). Additionally, faculty in research-based institutions face stress and form a barrier to motivation to improve teaching because research skills are more highly valued and good teaching is seldom rewarded in these institutions (Brownell & Tanner, 2012; Allgood & Walstad, 2013; Finelli et al., 2013; Chittur, 2018).

Faculty development initiatives in universities began in the 1960s and 1970s due to the demands by students that their needs and perceptions about learning should be considered in preparing course content and instructional delivery (Sorcinelli et al., 2006; Chittur, 2018). Workshops and courses were developed to help professors reorganize their teaching and develop engagement strategies for their students during instructional delivery. During the 1980s formal faculty development centers were established to improve teaching practices. These centers also helped faculty to improve their research skills. The 1990s was named the Age of the Learner (Sorcinelli et al., 2006; Chittur, 2018). The 1990s saw new stages in the evolution of pedagogical support, where the responsibility for improving instruction spread throughout organizations. Administrators started working with faculty developers to implement higher expectations for teaching standards. Importance was given to implementing broad expectations of teaching standards, and faculty were held responsible for learning outcomes of students (Sorcinelli et al., 2006; Chittur, 2018). Increased focus on quality and accountability in higher education will continue to grow through the early part of the 21st century (Austin & Sorcinelli, 2013; Chittur, 2018). Employers, students, parents and the government will have higher expectations of quality, which in turn will cause pressure to improve teaching practices (Austin & Sorcinelli, 2013; Chittur, 2018).

**Good Pedagogical Practices**

There is no national framework in the United States for excellence or guidance in college teaching. However, this is not the case in other countries. For example, colleges and universities in the United Kingdom (UK) have the UK Professional Standards Framework for guidance and use. Research-related evidence and best practices as directed by experts should be used as

guidelines to identify best teaching practices in use in the United States (Chittur, 2018). Research-based instructional techniques are well documented and have been further informed by research on cognition (Ambrose, Bridges, Lovett, DiPietro, & Norman, 2010; Angelo & Cross; 1993; Bain, 2004; Barkley, 2009; Brookfield, 2006; Chickering & Gamson, 1987; Davis, 2009; Nilson, 2010; Gyorko et al., 2016). Taken as a whole, this research demonstrates the strong positive role of high-quality teaching (Gyorko et al., 2016). Chickering and Gamson (1987) published their influential book "Seven Principles for Good Practices in Undergraduate Education." The seven principles are guidelines that are experienced by teachers and students and are supported by research on 50 years of research on teaching and learning (Chickering and Gamson, 1987).

Bain (2004), along with handbooks by Angelo and Cross (1993), Brookfield (2006), Barkley (2009), Davis (2009) and Nilson (2010) have helped faculty improve course design, establish supportive environments, and use active learning strategies and assessment techniques that deepen learning. Barkley (2009) provides a conceptual framework for understanding the importance of student engagement while teaching. Nilson's (2010) book "Teaching at its Best", digs deep into the scholarship of teaching and learning literature. It provides thousands of research-based methods, policies, and practices for being effective in all aspects of teaching. Following work by Mager (1962) and Biggs (1996), Forsyth (2016) encourages faculty to identify learning goals and align learning activities and assessments with those learning goals. Forsyth (2016) also encourages faculty to use student-centered teaching methods, offer feedback, provide an orderly learning environment, use technology effectively, self-evaluate, and document student success. According to the Times Higher Education Supplement (2016), a look at the teaching and learning center websites of top universities in the United States show that a

consensus on effective teaching practices is yet to be achieved. The Centers for Teaching and Learning of two of the world's top-ranked universities, Harvard[1] and Stanford[2], promote a teaching approach known as Active Learning. An early seminal book by Bonwell and Eison (1991) laid out the strategies for active learning (see Figure 1).

Figure 1. Strategies for Active Learning

| | |
|---|---|
| Structured small-group discussion | Small-group presentations |
| Surveys or questionnaires | Presentations by individual students |
| Demonstrations | Guided imagery exercise |
| Self-assessment activities | Responsive lecture |
| Brainstorming activities | Modification of lectures to include time for student reflection activities interspersed between lecture segments |
| In-class writing | Incorporation of a supportive environment for discussion |
| Field Trips | Targeted use of media in instruction |
| Library Tours | Quizzes or examinations |
| Guided lecture procedure | Feedback lecture |
| Lecture with pauses | Lecture with discussion |
| Problem-solving activities such as case studies and guided design | Inclusion of other activity types such as cooperative learning, debates, drama, role-playing, simulation and peer teaching |

Note: Adapted from Bonwell and Eison (1991)

Prince (2004) conducted a study to examine the evidence for the effectiveness of active learning. He defined the common forms of active learning relevant for engineering faculty as:

> Collaborative learning can refer to any instructional method in which students work together in small groups toward a common goal; Cooperative learning can be defined as a structured form of group work where students pursue common goals while being assessed individually; Problem-based learning (PBL) is an instructional method where relevant

[1] Harvard University Derek Bok Center for Teaching & Learning (http://BokCenter.Harvard.edu last accessed on 06/02/2020)
[2] Stanford CTL (http://ctl.stanford.edu last accessed on 06/02/2020)

> problems are introduced at the beginning of the instruction cycle and used to provide the context and motivation for the learning that follows. It is always active and usually (but not necessarily) collaborative or cooperative using the above definitions. (p. 223)

He also found that there were significant benefits to promoting active learning. Introducing active learning strategies into the lecture likely aligns a lecture to an optimal attention span for students (Prince, 2004). He provides an example (Ruhl et al., 1987) for this: the lecturer should pause periodically and have students clarify their notes with a partner. This can be done two to three times during an hour-long class (Prince, 2004). The pause procedure is a simple way to help improve effectiveness of lectures (Prince, 2004). Ruhl et al. (1987) showed significant results of adopting this pause procedure. This study involved 72 students over two courses in each of two semesters where researchers examined the effect of interrupting a 45-minute lecture three times with two-minute breaks during which students worked in pairs to clarify their notes. Along with this approach, they taught a separate group using a straightforward lecture and then tested on short- and long-term retention of lecture material by the students present. Short-term retention was assessed by a recall exercise where students wrote down everything they could remember in three minutes after each lecture; results were scored by the number of correct answers recorded. The results showed that the pause lectures were more effective. Long-term retention was assessed with a 65-question multiple choice exam that was given to the students one and a half weeks after the last of five lectures. Again, the results for these tests further demonstrate that the pause lectures were more effective as compared to the ones without.

Another study on the effectiveness of pauses during a lecture is provided by Di Vesta and Smith (1979). This kind of activity encourages students to think about what they are learning (Prince,

2004). Many supporters and experts in active learning suggest that the effectiveness of this approach is related to the student attention span during a lecture (Prince, 2004). Wankat (2002) cites numerous studies according to which the attention span for students during a lecture is roughly only fifteen minutes (Prince, 2004). Hartley and Davies (1978) found that the number of students paying attention during a lecture begins to drop dramatically and results in the loss of retention of lecture material. Their study found that lecture-only students were able to remember seventy percent of information presented in the first ten minutes and only twenty percent of the information in the last ten minutes (Prince, 2004). This shows that breaking up the lecture into student activities can keep students engaged. This does not mean that just introducing simple activities into the lecture is enough; activities must align with the course content, and learning activities should be aligned with student learning outcomes.

Adopting teaching practices that engage students in the learning process is a defining feature of active learning (Prince, 2004). The activity example of Ruhl et al.'s (1987) study supports the idea that students need to think about what they are learning (Prince, 2004). The importance of student engagement is widely accepted; many studies support the effectiveness of student engagement across a broad range of learning outcomes (Astin, 1993; Hake, 1998; Redish et al., 1997; Laws et al., 1999; Barkley, 2009). According to Prince (2004), 90 years of research support the conclusion that learning outcomes in collaborative work are superior to activities that are carried out by individuals. Cooperative work, likewise, leads to greater learning outcomes than competition in the college classroom and problem-based learning has proven to lead to more positive student attitudes, a deeper approach to learning, and longer retention of knowledge (Prince, 2004).

Many studies in active learning focus mainly on its role in gaining student engagement (Chittur, 2018). Efforts to keep track of Student Learning Outcomes (SLOs) in active learning classrooms, for those instructors who successfully implemented them, have shown active learning to be superior to the traditional lecture style format (Code et al., 2014; Prince, 2004; Chittur, 2018). Michael (2006) provides an overview of many studies that suggest that active learning improves outcomes in college science classrooms. He defines active learning as student-centered learning (Michael, 2006). One of the teaching training courses (Horii, 2013) at the California Institute of Technology (Caltech) uses Ambrose et al.'s (2010) seminal work on college teaching that organizes research on the cognitive science of learning into seven principles that include:

> students' prior knowledge impacts learning; organizing knowledge in meaningful ways allows students to better retrieve and apply it; student motivation plays a critical role in learning; students must integrate and apply new material to master it; new skills must be practiced against performance criteria with sufficient feedback to aid students in attaining the criteria; a positive classroom climate leads to optimal student learning; and students must use metacognitive processes to coordinate their learning activities. (Chittur, 2018. p. 23-24).

Some of these principles are similar to those of active learning, however, they also include the activation of prior student knowledge and the development of metacognitive skills (Ambrose et. al., 2010; Chittur, 2018). Practical and authentic application of new skills is also emphasized (Ambrose et al., 2010; Chittur, 2018). Subsequent studies on these principles used for teaching and learning reported findings that showed improved learning outcomes as compared to that of the traditional lecture format teaching style (Chittur, 2018).

Persky's (2012) study focused on the impact of team-based learning (TBL) in a foundational pharmacokinetics course and reported higher levels of team learning skills and professionalism in pharmacy students. Work by Touchton (2015) examined immediate feedback and assistance in a flipped classroom and reported an increase in students' learning and application of problem-solving skills. Becker (2013) examined self-regulated learning interventions for an accounting course and reported increased learning outcomes along with improved metacognitive skills among students.

## Challenges Faced by Faculty to Implement Good Pedagogical Practices

According to Bonwell and Eison (1991), the following are barriers that hinder faculty to implement good pedagogical practices.

### *Adherence to Teacher-Centered Teaching Methods*

As former college students themselves, most instructors experienced learning designs that featured lectures (Post, 2011). They tend to carry this tradition into their own teaching practices (Dancy & Henderson, 2010). This traditional lecture-based method is very content focused which mainly involves a lecture explaining the framework and the principles of the content presented (Felder & Silverman, 1988). It also involves some examples describing and explaining the principles as well as the application of the knowledge through assignments and assessments (Felder & Silverman, 1988). Faculty teach in the traditional lecture format because they feel comfortable with it and also believe that teaching is a skill that can be learned while on the job itself (Bonwell & Eison, 1991). With the traditional lecture-based teaching format , there is often a disconnect between what faculty think they are teaching and what students are actually learning (Angelo & Cross, 1993). Some faculty members still perform traditional lecture format teaching because they feel it gives their students an opportunity to observe intellectual mastery in action

(Chittur, 2018). Engaging lectures have their own place in the classroom and these lectures can be made more interactive through intermittent questioning and activities to ensure student attention and engagement (Stacy, 2009). However, good teaching requires more than deep content knowledge and an entertaining delivery approach (Ambrose et al., 2010).

### *Faculty Perceptions of Identity*

More often than not faculty members are hired by colleges and universities based on their research. Their identity and knowledge as teachers take second place behind the demands of ongoing research (Bonwell & Eison, 1991; Chittur, 2018). The majority of these faculty enter their jobs as assistant professors with little or no training at all in teaching or pedagogy and with possibly a few years of experience as graduate teaching assistants (Brownell & Tanner, 2012; Chittur, 2018). It is difficult for college faculty to achieve excellence in both teaching and research (Felder & Brent, 1999). The first years in their jobs as teachers are overshadowed by the onerous requirements for research to achieve tenure (Chittur, 2018). Being new in their job, these faculty are also resistant to use a student-centered teaching approach as it can devalue their status as subject matter experts in the classroom (Haas & Keeley, 1998). In general, most faculty are more self-directed and often resist institutional recommendations that they participate in structured training to improve their pedagogy (Post, 2011; Chittur, 2018). The quality of their institutions is measured by the university's ranking in indexes upon which the most accomplished high school students base their admission decisions. These college rankings bear little to no connection to the quality of teaching displayed by faculty (Newman et al., 2010; Chittur, 2018). Because of this reason, tenured faculty may be even less likely than untenured ones to use student-centered teaching methods (Chittur, 2018).

### *Risk of Change*

Faculty also experience anxiety when accessing faculty development offerings (Ahmed, 2013). Active learning and student-centered teaching methods can create teaching environments that may include disagreements between students, or students and professors (Breunig, 2015). Faculty may have to take risks to implement such methods because students may not learn enough and faculty may lack skills or confidence to use this approach (Bonwell & Eison, 1991). Students may also resist these changes as opposed to old-style traditional forms of activities and assessments that may cause conflict and eventually lead to a negative student evaluation for the professor (Knight & Wood, 2005).

### *Lack of Support for Change*

The most important barrier to fostering change in teaching methodologies is the lack of institutional support for professors who seek to improve their teaching or pedagogy (Chittur, 2018). Bronwell and Tanner (2012) identified three major ways in which universities can help faculty improve teaching:

1. Provide training in strong pedagogical approaches
2. Allow sufficient release time for instructional pilots and pedagogical training
3. Create incentives for faculty to develop their teaching skills and revise their courses to adhere with student-centered models of teaching.

*Training:* Many training formats have been shown to be successful in imparting student-centered teaching methods. Training examples include teaching and learning centers, a faculty member assigned to help others improve their teaching, a committee tasked with improving pedagogy at the institution, a clearinghouse for faculty development resources, or system-wide faculty development centers (as found in large public state university systems) (Lee, 2010; Chittur,

2018). Fink (2013) recommends that experts and resources should be located in teaching and learning centers on campus. These experts should educate faculty about the science of learning, provide assistance in course redesign and promote learner-centered activities as integral and appropriate to the institution's mission (Fink, 2013; Chittur, 2018). According to a study by Lowenthal, Wray, Bates, Switzer and Stevens (2012), faculty preferred one-hour format training sessions, which involved the least time commitment; and the online format, which provided convenience. This suggests that online faculty development might be a viable option for institutions that plan to respond to current trends (Lowenthal et al., 2012). Shorter training periods have been shown to result in more teacher-centered approaches to teaching after training (Postareff et al., 2007). Faculty who try to implement and follow research-based teaching methods usually stop using such methods after one attempt because of lack of support through the implementation process (Henderson et al., 2012). The reasons for faculty being reluctant to continue using research-based teaching methods after the first attempt are poor presentation of the research-based teaching method by the trainer or staff involved, difficulties during the implementation process, student complaints, inability to cover the amount of content that they feel was required, weaker than promised student outcomes, and lack of detailed knowledge about the method (Henderson et al., 2012). Another study by Henderson et al. (2011) on change strategies in higher education, shows that providing support in the form of performance, evaluation, and feedback during and after the actual implementation of these research-based methods can be a successful strategy to foster further and frequent use of such methods by faculty. In the current training and dissemination strategies, support and feedback during the actual implementation stage of these research-based teaching methods are quite rare (Henderson et al., 2012). This study makes three claims about how change can be successful:

> First, effective change strategies must be aligned with or seek to change the beliefs of the individuals involved. Second, change strategies need to involve long-term interventions, lasting a semester, a year, and longer. Third, colleges and universities are complex systems. Developing a successful change strategy means first understanding the system and then designing a strategy that is compatible with this system. (p. 978)

This shows that there is a need to offer continuous support to faculty to provide motivation to use research-based teaching methods continuously.

*Time:* Faculty tend to prefer low-intensity professional development and training-related activities due to the lack of time and other necessary priorities (Lowenthal et al., 2012; Chittur, 2018). Faculty also lack the necessary time away from research to engage in the reflective practice that leads to better teaching (Post, 2011). Assistant professors who want tenure face a difficult time in balancing course development and learning to teach effectively while working on research activities that are the primary basis for achieving tenure (Austin, 2010; Chittur, 2018). Academic professionals need to balance the demands of project work, teaching, administrative responsibilities, service work, research activities, and family life during their careers in academia. According to Bonwell and Eison (1991), active learning methods are difficult to integrate in the classroom because it takes more time to cover the material using these methods. They can also be difficult to use in large classes (Bonwell & Eison, 1991; Chittur, 2018). Instructors take more time to prepare for the course and many classes lack sufficient resources to implement these innovations (Bonwell & Eison, 1991; Chittur, 2018).

*Incentives:* For those faculty who receive training, there are very few incentives to enable them to commit to the effort required to re-engineer pedagogy and redesign their courses to promote

student-centered teaching (Chittur, 2018). Quite often universities fail to commit the necessary resources to support a pedagogical change in their institutions (Felder & Brent, 1999; Chittur, 2018). There are very few opportunities for recognition or reward to improve teaching by faculty (Fink, 2013; Chittur, 2018). Universities offer teaching releases for faculty to focus on research efforts, but they do not offer complementary research releases to allow faculty time for transformational and improved pedagogical activities (Anderson et al., 2011; Chittur, 2018). According to a cross-institutional study of 524 faculty members by Lowenthal et al. (2012), most prefer a financial stipend over release time, as well as recognition or even credit toward promotion for faculty development activities. Some colleges now offer grants to professors who seek to redesign courses to improve learning outcomes (Wilson, 2010). The American Association of Higher Education (AAHE) Forum on Faculty Roles and Rewards recommends that universities should consider offering rewards to faculty for improved teaching (Fairweather, 2002). Other organizations have called for funders and universities themselves to emphasize that professors should be required to have a reporting structure for proposals, tenure and rank decisions, and merit raises in which research and teaching practices are integrated, rather than listing those activities in separate sections (Prince et al., 2007).

Thus, due to the poor reward system, limited time, and lack of support in universities, it is difficult to encourage and motivate faculty members to improve their teaching (Brownell & Tanner, 2012; Allgood & Walstad, 2013; Finelli et al., 2013). This affects the students' best interests and learning. Many professors continue lecture-style teaching**.** This traditional format does not help students achieve the required student learning outcomes and does not support Universal Design for Learning (Ableser & Moore, 2018). This has a negative impact on struggling students (Braxton et al., 2004). Universal design for learning (UDL) is a framework

that helps to design curricula for all individuals with equal opportunities to learn. It is designed for all learners regardless of their ability, disability, age, gender, culture or ethnic background (Teaching Excellence in Adult Literacy, 2020). In this framework, educators can design a curriculum that is to be used by a diverse set of students with different skills, abilities and learning preferences. It helps with one-size-fits-all curricula. The UDL framework has three principles (Teaching Excellence in Adult Literacy, 2020):

1. Multiple means of representation- Use variety of methods to present information
2. Multiple means of action and expression- Use variety of assessment methods that help learners act skillfully and demonstrate what they know
3. Multiple means of engagement- Provide multiple ways for students to interact with the course content, with the instructor and with other students.

**Online Teaching and Learning**

There are many reasons why college administrators want to shift their attention and resources to online education. These include the growing American population and its need for college education (Matthews, 2012), personalized educational experience (Sandeen, 2013), easy administration (Milliron et al., 2014), inexpensive scaling (Sener, 2010), and flexibility (Fink, 2013). The two most used approaches to course development in higher education are:

1. Ad Hoc Course Design: In this model a single faculty member creates a course or converts an existing traditional or face-to-face course into an online format
2. Master Course Format: In this model, an instructional designer works with a subject matter expert or the faculty involved and designs a course (the faculty is often an adjunct faculty member in this case) (Hill, 2012; Chittur, 2018).

In Higher Education, online learning has made professors rethink their teaching practices. Online courses are delivered through a learning management system (LMS) such as BlackBoard, Canvas, Sakai, and Moodle (Chaney et al., 2009). With the help of these LMSs students and instructors can access online courses from a computer anytime and anywhere via the Internet. Most online courses make use of announcements, assignments, a real-time communication platform, an asynchronous discussion forum, a content repository, and email for communication between professors and students and among students. Compared to the traditional face-to-face teaching model, online education has generated some clear indicators of quality that place students at the center of instruction (Li & Irby, 2008; Chittur, 2018). Chaney et al.'s (2009) research reveals the findings of several principles of instructional support for both faculty and students (see Table 1).

**Table 1: Common Quality Indicators of Distance Education Identified in the Literature**

| | |
|---|---|
| Student–teacher interaction | Active learning techniques |
| Prompt feedback | Respect diverse ways of learning |
| Student support services | Faculty support services |
| Program evaluation and assessment | Strong rationale for distance education that correlates to the mission of the institution |
| Clear analysis of audience | Appropriate tools and media |
| Documented technology plan to ensure quality | Reliability of technology |
| Institutional support and institutional resources | Implementation of guidelines for course development and review of instructional materials |
| Course structure guidelines | |

Source: Chaney et al. (2009)

Two major sources of quality indicators used by schools and colleges are:

1. The Online Learning Consortium's Scorecard: The OLC Scorecard provides the steps needed to identify, measure and quantify elements of quality within an online education program. It provides the metrics to uncover and evaluate quality indicators in key categories, which include: Institutional Support, Technology Support. Course Development/Instructional

Design, Course Structure, Teaching & Learning, Social and Student Engagement, Faculty Support, Student Support, and Evaluations & Assessment (OnlineLearningConsortium.org, 2019).

2. The Quality Matters (QM) Rubric: The QM Higher Education Rubric was developed for use as a tool for designing online courses, and to promote continuous improvement in online course development. The QM Rubric's eight general standards and their intentions follow:
    a. Course Overview and Introduction
    b. Learning Objectives
    c. Assessment and Measurement
    d. Instructional Materials
    e. Course Activities and Learner Interaction
    f. Course Technology
    g. Learner Support
    h. Accessibility and Usability

Each of these general review standards consists of various specific sub-standards, with 43 specific review standards for the entire rubric (Quality Matters, 2018). These sources outline the features of course design and online teaching that should be implemented for a successful learning experience (Quality Matters, 2018).

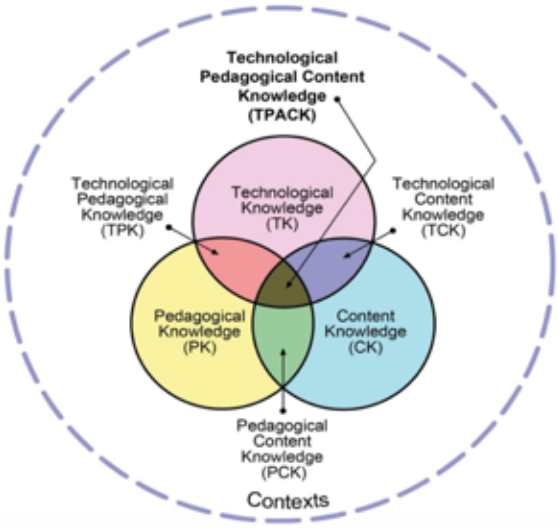
Faculty face many challenges in online teaching. Some faculty may not want to teach online because of habits formed during traditional teaching related to exchanging eye contact, observing body language, and portraying an engaging personality (Crawley et al., 2009). Teaching online requires a different pedagogy and level of planning. Lack of proper engagement strategies in an online course with regards to student-faculty, student-student and student-content can make it

easy for the online learner to be disengaged and quit. Therefore, active learning strategies need to be integrated effectively. In online learning, educators need not just cover the material but focus on how effectively students can learn what is required (Boling et al., 2012; Fink, 2013). For example, Vygotsky (1981) explored the idea of a zone of proximity where new concepts must be within some optimal reach for learning to take place (Salomon & Perkins, 1998; Kozulin et al., 2003). Reigeluth (1999) explored this with elaboration theory; others refer to it as "scaffolding." According to Fink (2013) and adult learning practices, learner-centered teaching requires instructors to be mentors, coordinators, and facilitators of learning rather than conveyors of information. It is also important for instructors to provide students with experiences that challenge higher order cognitive skills (Boling et al., 2012; Fink, 2013). For online learning to be successful, higher levels of interaction need to be present for learners to have a positive attitude and greater satisfaction (Boling et al., 2012). Higher levels of interaction mean that students should be involved with activities from "Apply" through "Create" in Bloom's Revised Taxonomy (Anderson et. al., 2001), as well as extended interactions offered by Hirumi (2006).

Online instructors need to provide clear guidance and mostly structured interactions to establish a sense of community over the web (Moore, 1997; Falloon, 2011; Boling et al., 2012). Learning needs to be scaffolded and segmented correctly in this mode. According to Morris and Stommel (2016), "Online learning has been so involved with the facility of the technology that it has overlooked the complication of good pedagogy" (p. 5). When it comes to online learning, instructors need to make sure to merge their subject matter not only with pedagogy but also with the technology. Technological innovation, technological infrastructure, and integration of technology are factors that affect the use of technology in education (Tozkoparam, Kiliç, & Usta, 2015). There are many models to ensure the integration of technology in education (Mazman &

Usluel, 2011; Tozkoparam, Kiliç, & Usta, 2015). One such integrated model developed by Mishra and Koehler (2009) is known as the Technological Pedagogical Content Knowledge Model (also known as the TPACK model, see Figure 2). This model was developed for the integration of technology into education (Koehler & Mishra, 2005, 2008, 2009; Tozkoparam, Kiliç, & Usta, 2015). The model builds on Shulman's (1986) construct of pedagogical content knowledge (PCK) to include technology knowledge, and focuses on identifying solutions for integrating technology with teaching and learning activities (Koehler & Mishra, 2005, 2008, 2009; Harris et al., 2009; Tozkoparam, Kiliç & Usta, 2015). The TPACK model has been adopted as a theoretical basis for structuring and integrating the curriculum of teacher education programs with Information and Communications Technologies (ICT) (Tozkoparam, Kiliç, & Usta, 2015).

Figure 2. Technological Pedagogical and Content Knowledge (TPACK) Model




Note: Adapted from Koehler and Mishra (2009)

The following are the main concepts of the TPACK model (Koehler & Mishra, 2005, 2008, 2009; Harris et al., 2009; Tozkoparam, Kiliç, & Usta, 2015):

1. **Technological Knowledge:** This relates to knowledge of the technology used in the teaching/learning environment. Examples include computers, software applications and other devices such as clickers; and mirroring the group collaboration.
2. **Pedagogical Knowledge:** This relates to knowledge about how to plan to teach, how to teach, how to manage students and how to behave according to individual differences.
3. **Content Knowledge:** This relates to the subject knowledge that is being taught, for example, Mathematics, Psychology, and Literature.
4. **Technological Content Knowledge:** This relates to knowledge about how the content of the course or subject can be taught with the help of technology, for example, providing information about 'Evolution of Life' (Biology Course) with the help of the Internet or a technological device.
5. **Pedagogical Content Knowledge:** This relates to the knowledge about the ways of presentation and formulation in order to make the subject understandable to students, such as scaffolding and awareness of the effects of cognitive load.
6. **Technological Pedagogical Knowledge:** This relates to the knowledge about how technology can help the pedagogical process. For example, a technology like Google Docs can help facilitate discussions among students easily. Students can post their ideas and comment on each others' posts. Another example is a synchronous technology called 'Zoom'. Zoom can facilitate online meetings among student groups and facilitate project-based learning online.

7. **Technological Pedagogical Content Knowledge (TPACK):** This relates to the knowledge about how to make student learning easier with respect to the specific content with the appropriate pedagogy and technology. For example, for a course in Business Studies, the instructor can use a case study method (pedagogy) to teach online using technologies like Zoom, Adobe Connect or Minerva (technology) and scaffold the understanding of the subject matter (content) for the students by poll questions, group activities and student discussions (pedagogy).

Thus, the TPACK model consists of components related to Information Technology, Content Knowledge, Pedagogical Knowledge and the intersection of the knowledge field types (items 4-7 above). This model is designed for teachers who use educational technologies for effective teaching. The TPACK model plays a leading role in the subject of teachers' needs with respect to technology, pedagogy, and content to improve professional development for teachers (Harris et al., 2009; Tozkoparam, Kiliç, & Usta, 2015).

Teaching online can be challenging for some faculty especially when they have to learn new technologies. Faculty may not be willing to teach online because of their experience with the dynamics of exchanging eye contact, observing body language and portraying an engaging personality to enhance student interest (Crawley et al., 2009). Teaching online requires a level of planning that usually is not practiced for face-to-face courses (McQuiggan, 2007). In online learning, faculty need to focus on more learner-centered teaching rather than content-centered or teacher-centered. Even faculty who enjoy online teaching are often frustrated with the extra workload that is involved (Wolcott & Betts, 1999). Online course designs that do not employ or use principles of instructional design can result in confusing students, avoiding opportunities for collaborative work, and students possibly not learning what they are expected to learn (Vasser,

2010). Traditional courses converted to online courses without proper consideration and implementation of online pedagogical principles and technology can result in an ill-structured design that can hinder learning and create frustration (Vasser, 2010). Without the help and oversight of an instructional designer, faculty could continue to see their role only as delivering content and as such do not follow a student-centered approach (McQuiggan, 2007). In order to convert a face-to-face course for distance education, faculty can benefit from collaboration with instructional designers (IDs) who help to integrate pedagogy with technology effectively and also provide the required expertise on how to deliver course content online. At least 13,000 instructional designers work in higher education in the US alone (Intentional Futures, 2016).

Online teaching has many benefits for both faculty and students. Faculty who teach online benefit from the ease of access available via technology to update course materials and view students' work online. They can interact with students regardless of time and location and connect with a greater number of students, including those who are shy to participate (Scagnoli et al., 2009). Use of learning management systems (LMSs) also helps faculty in grading, providing feedback, creating and using rubrics easily and effectively, as well as performing formative and summative evaluations. LMSs allow for greater personalization of interaction between students-content, students-professors and students-students (Sandeen, 2013). Technologies, such as simulations, mobile-learning, virtual and remote laboratories, cloud computing, open content, games, gamification, etc. provide constructivist environments and promote active learning strategies to help students learn the course material. Faculty participating in online teaching report that student discussions are much better and effective online as all students get to participate without competing for attention (Pennington, 2005; Chittur, 2018). Online teaching requires using pedagogical principles effectively and thus helps in improving

faculty pedagogical knowledge and development. According to a study by Russell (2015), certain elements of the online teaching experience were identified as catalysts that can motivate faculty members to take stock of long-held views on what it means to be a good teacher and potentially help to enhance their teaching strategies. These catalysts include:

> participating in learning communities focused on online-course development and teaching, which foster lively discussions among colleagues about best practices; collaborating with instructional designers and other potential provocateurs on the subject of effective teaching; being required to think closely about students' needs during the detailed planning and design process involved in creating on-line courses; and gaining novel insights on students' cognitive processes via online interactions with them. (p. 82)

According to a study involving 255 online instructors by Shea, Pelz, Fredericksen and Pickett (2002), 85% believed teaching online would improve their classroom teaching practice. A study by Scagnoli et al. (2009), on the influence of online teaching on face-to-face teaching practices, reports that:

> transfer is more likely to occur when the instructor has had a satisfactory previous experience in the online environment, and when there is close similarity between the content and context of the online and face-to-face courses that the instructor is teaching. (p. 126)

**Instructional Designers and the Instructional Design Process in Higher Education**

Instructional Designers (IDs) are professionals who support faculty in colleges and universities in the development of online courses through training and consultations (You, 2010; Chittur, 2010). IDs are familiar with technological features and learning processes of online course design, and can encourage and provide training for their use and adoption. Most faculty seek to

work with IDs for technical support and help (You, 2010; Chittur, 2018). Faculty and administrators sometimes think of IDs as technologists and learning management system specialists; however, they are experts in the area of learning design and can play an important role in the design process to advocate an appropriate mix and sequence of student-centered activities in the online course being developed (Chittur, 2018). The rapid changes in the field of technology are redefining the roles of instructional designers (Gibby et al. ,2002). Use of IDs in converting courses into an online format may cause professors to rethink their roles as teachers and maximize student learning. With the help of IDs, faculty will find themselves shifting focus to learning objectives and designing activities that can help students master those learning objectives (Chittur, 2018). Instructional Design is

> a collection of theories and models helping to understand and apply instructional methods that favor learning. Instructional Design as a method or a process helps produce plans and models describing the organization of learning and teaching activities, resources and actors' involvement that compose an Instructional System or a Learning Environment. (Paquette, 2014, p. 661)

Most IDs are trained in graduate certificate programs where they study instructional design theories, models and processes, and learn to create instructional design learning objects on their own (Sims & Koszalka, 2008; Tracey & Boling, 2014; Chittur, 2018). Students in these training programs are trained on a wide variety of instructional design models (Sims & Koszalka, 2008; Chittur, 2018). There is no set formal licensure in the field and no commonly held requirements for entry into this profession (Cox & Osguthorpe, 2003). For example, a division of instructional design may have staff made up primarily of those who have earned degrees in English with an emphasis in technical writing, library and information sciences, educational psychology, etc.

They might all be called "instructional designers" although they do not hold degrees in the field (Cox & Osguthorpe, 2003, p. 46). The instructional design knowledge and skills that an instructional designer needs for actual practice is well beyond what they learn in the classroom (Julian et al., 2000; Tracey & Boling, 2014; Sharif & Cho, 2015). IDs act as agents of change to help faculty improve their pedagogy (Pan et al., 2003). However, the formal training in instructional design does not include training on the principles of change management (Campbell et al., 2005).

There are a large number of published books and articles on knowledge and skills IDs should possess in order to be effective in their roles. Only a few of these publications focus on techniques and interpersonal skills required to manage interactions with subject matter experts effectively. IBSTPI (International Board of Standards for Training, Performance and Instruction, http://ibstpi.org) publishes competency standards for this profession for a large number of training programs and organizations in the instructional design field. These standards have gone through several iterations since they were first introduced 30 years ago, with the most recent iteration in 2012 (IBSTPI.org, 2012). The standards are divided into five categories:

1. Professional foundations
2. Planning and Analysis
3. Design and Development
4. Evaluation
5. Management.

In the category of professional foundations, the first essential IBSTPI competency requirement standard is that instructional designers should be able to communicate effectively in visual, oral,

and written form. Examples of performance statements within this competency requirement include (IBSTPI.org, 2012):

- Write and edit messages that are clear, concise, and grammatically correct (Essential)
- Deliver presentations that effectively engage audiences and communicate clear messages (Essential)
- Use active listening skills (Essential)
- Solicit, accept, and provide constructive feedback (Essential)
- Present written and oral messages that take into account the type of information being delivered and the diverse backgrounds, roles, and varied responsibilities of the audience (Advanced)
- Facilitate meetings effectively (Advanced)
- Use effective collaboration and consensus-building skills (Advanced)
- Use effective negotiation and conflict resolution skills (Advanced)
- Use effective questioning techniques (Advanced)
- Disseminate status, summary, or action-oriented reports (Advanced).

The research literature also supports that collaboration and communication skills are important competencies to succeed in this field. According to a study by Lin and Jacobs (2008), successful instructional designers are those who have collaboration skills to interact well with the Subject Matter Experts (SMEs), that is, faculty/instructors. According to a study by Campbell et al. (2005), instructional designers are not journeymen workers directed by management but act in purposeful, value-based ways with ethical knowledge, in social relationships and contexts that have consequences in and for action.

Theoretical models in this field are derived from research based on how people learn and not from the application, and are hence not grounded in practice (Schwier et al., 2007; Chittur, 2018). The Analyze, Design, Develop, Implement and Evaluate (ADDIE) Model is a commonly used process model for developing instruction in this field (Molenda, 2003). Many instructional design models replicate and extend the concepts of the ADDIE Model (Molenda, 2003). The ADDIE Model was first implemented at Florida State University for the United States Army (Forest, 2014). It is best understood and used as a conceptual framework for instructional designers to organize their activities into categories, and to observe and analyze (Bichelmeyer, 2005). Novice or inexperienced instructional designers tend to align more closely to the ADDIE Model or another instructional design model as they begin to work, while more experienced IDs describe their work in broader terms (Schwier et al., 2007). The ADDIE model is a "top-down", behavioristic, and SME-driven approach to instructional design rather than a more collaborative and learner-based approach (Gayeski, 1997). Step-by-step procedures are too linear and time-consuming to work with subject matter experts and the cycle time to develop course materials is very long (Gayeski, 1997). The traditional ADDIE model does not offer any feedback until later in the cycle and so the most critical problems cannot be addressed until then (Gayeski, 1997). Step-by-step procedures are too linear and time-consuming and the cycle time to develop course materials is very long (Gayeski, 1997). Modern implementations tend to integrate an agile model into ADDIE to provide feedback during development and piloting (Peterson, 2003; Campbell, 2014). Therefore, instructional designers follow an iterative approach during the evaluation process to collect feedback on learning designs before releasing the course into final production (Gayeski, 1997).

IDs in schools and colleges are mainly there as professionals to support faculty in the development of online courses via training and consultations (You, 2010; Chittur, 2018). Online Teaching Faculty fall into two categories:

1. Experienced online instructors who need instructional design oversight, and
2. Instructors who are teaching online for the first time who need instructional design oversight as well as basic training to launch and deliver a course in a course management system or learning management system (Barczyck et al., 2010; Chittur, 2018).

IDs often put themselves in the role of the learner and design accordingly (Schwier et al., 2007; Chittur, 2018) and often face situations and circumstances in their work where they have to give up their own beliefs to understand their responsibilities towards students, institutions, and their professions when internal conflicts arise (Schwier et al., 2007; Chittur, 2018). IDs operate within a community of practice and work with instructors, technologists, academic staff and other administrative staff in their institution. IDs play a very important role in creating a change among faculty and motivating faculty to implement good teaching design. They should be comfortable with change and should be willing to act as agents of change (Pan et al., 2003), as well as help faculty reassess their knowledge about pedagogy if the interactions between them are successful. According to Holsombach-Ebner (2013), instructional designers can act as change agents, ensuring that learning objectives, learning outcomes, universal design elements, and appropriate application and assessment activities are incorporated into each course. Thus, during this process of course conversion, instructional designers have an opportunity to emphasize to the SME the instructional strategies that comprise successful student-centered teaching methods and techniques.

Richey, Fields, and Foxon (2001) specify four roles for the instructional designer: analyst, evaluator, e-learning specialist, and project manager. IBSTPI.org (2012) states that, "Instructional designers can be called to play many roles, that include, performance analyst, project manager, strategic and learning consultant, researcher, instructor, writer, project manager, media and web developer, trainer, evaluator and asset manager." According to Gibby et al. (2002) and Le Maistre (1998), the essential competencies for being an instructional designer are:

1. Communication
2. Knowledge of Instructional Design Models/ Pedagogical Knowledge/Evidence-Based Practices
3. Problem-Solving/Decision-Making
4. Knowledge of Technology Tools.

**Instructional Designer and Subject Matter Expert (Faculty) Interaction**

Instructional designers require proper interpersonal and communication skills to manage interactions with Subject Matter Experts (SMEs) effectively. IDs also need to possess project management and collaborative skills to promote effective relationships between the design team and its stakeholders, and manage cross-functional teams (Chittur, 2018). Successful IDs are those who have collaborative skills to work with faculty and create an atmosphere of mutual respect (Armstrong & Sherman, 1988; Lin & Jacobs, 2008; Chittur, 2018). Mattoon (2005) recommends that SMEs should be observed in advance for signs of collegiality, humor, and collaborative skills; and recognizes the importance of the SMEs' job to communicate with an instructional developer. Personal qualities such as humor, humanity, patience, and empathy are necessary for the instructional designer to perform effectively (Pan et al., 2003; Chittur, 2018). According to a study of successful instructional designer-professor interaction by Stevens

(2012), IDs build rapport with faculty by developing a sense of respect for the professor's teaching style and by limiting the number of suggestions to improve the course design. IDs communication should be managed in a way that the professor or faculty does not feel micromanaged (Chittur, 2018). IDs should be careful to hold themselves as experts of design and not experts of content matter, and should also find a balance between their roles as faculty support and as a design expert (Pan et al., 2003; Barczyk et al., 2010). Preliminary results of an ethnographic study to understand the dynamic between Instructional Designers and higher education faculty by Pan and Thompson (2009) suggests that professionalism, with a mix of task mental models, assertiveness, and proactivity be implanted in the IDs.

IDs in higher education understand that when a faculty member begins to teach online they engage in changing or reassessing their notions about teaching and learning (O'Reilly, 2008; Chittur, 2018). Faculty who work with IDs to develop online courses feel that they understand best practices in course design and delivery, and are confident enough to implement those practices in their upcoming courses (You, 2010; Chittur, 2018). A study by Pennington (2005) reports that 19 out of 20 online instructors who were interviewed improved their traditional face-to-face teaching after teaching online, even if they did not like or were not happy with their online teaching experience. Many professors continue to practice lecturing in the traditional classroom after teaching online, but end up implementing some features from their online courses (McShane, 2004; Chittur, 2018).

IDs are unique and important professionals for an institution who work with faculty and assist them through the process of personal and professional transformation (Campbell et al., 2005; Chittur, 2018). The relationship between an ID and a faculty member is dependent on mutual

respect and trust. Instructional Designers with doctoral degrees in their own profession are more likely to be treated with respect by faculty (Stevens, 2012). Professors value pedagogical support from experienced instructional designers (Chittur, 2018). Professors are more likely to make changes in pedagogy when they anticipate improved learning outcomes (Chittur, 2018). Faculty members believe that their instructional designers need to have a better understanding of their content areas (You, 2010). Experienced faculty who are new to teaching online can get anxious thinking that they may lose their identity as experts and hence resist teaching online (McQuiggan, 2007).

At times, the interactions between the ID and the faculty member can be difficult and problematic and create conflicts. This can happen especially when the ID tries to emphasize and motivate for structure, but the faculty member is focused and used to handling the class session flow through personality and on-the-spot decision-making (Russell, 2015). The relationship between ID and SME is dependent on the strength of their trust in one another (Pan et al., 2003). According to a study by Chittur (2018) on interaction between professors and instructional designers in online course development, Williams' (2007) trust building model explains some of the professor-instructional designer interactions. The original model was developed based on the assumption that:

> Development of trust across organization boundaries is difficult because of threats of opportunism, neglect of the interest of all parties, and loss of identity (Chittur 2018, p. 41-42).

The same issues can also take place in difficult interactions between instructional designers and faculty (Chittur, 2018). Faculty members are strong personalities and experts in their subject

matter and in teaching. They have a lot to lose when a course they teach is unsuccessful. The ID who is an expert in learning sciences may also feel threatened when their experience and creativity in their area is challenged and questioned (Chittur, 2018). According to this model, if one or the other party in a difficult interaction can manage his/her emotional expression, then there is a chance that this difficult interaction proceeds smoothly (Chitur, 2018). According to the threat regulation model, there are three steps in managing a difficult situation:

Step 1: Observe and Anticipate - This step involves observing and anticipating the possible threats that may arise during the interaction. It is necessary to empathize and look at the other person's point of view and adjust accordingly (Chittur, 2018).

Step 2: Increase Cooperation and Promote Collaboration - This step involves adjusting responses within the interaction that will increase cooperation and promote collaboration (Chittur, 2018). In this step, the people who hope to span boundaries must use one of four strategies:

> alter a situation (eliminate elements that will provoke negative emotion); alter attention (distract or redirect attention away from a negative element); alter the meaning of a situation (reframing the elements to ameliorate negativity of certain elements); and/or modulate emotional response (managing self-expression or stimulating relaxation of the other party's emotional responses). (Chittur, 2018, p. 42)

Step 3: Observe Behavior and Analyze - This reflective step involves the people who span the boundaries to readjust and reapply additional threat reducing-behaviors (Chittur, 2018).

This threat regulation model is situated in the research literature on trust as an evolved approach where at least one actor in a difficult situation is required to trust and emphasize (Williams, 2007; Chittur, 2018). It is particularly effective in situations where there is emotional risk or opportunistic behavior by one of the parties involved in the interaction (Chittur, 2018). Several

studies that involve collaboration and interaction in consultant teams, classroom projects, and entrepreneurial networks have been conducted and have validated this model (Barczyk et al., 2010; De Jong & Elfring, 2010). In order to succeed, IDs sometimes may need to suppress their own egos to develop positive relationships with faculty (Pan et al., 2003). Williams's trust-building model also explains some of the success of the faculty-ID interactions (Chittur, 2018). IDs can employ strategies from this model to achieve a successful interaction (Chittur, 2018).

Many universities hire academic technology staff or instructional technology staff internally for their online course and program development based on their needs, requirements, and budget. Some higher educational administrators outsource the development of their online programs to third-party vendors (Springer, 2018).

**Online Program Management (OPM) Providers**

With the growing need for online programs, university and college administrators face critical decisions whether to develop and launch a program internally with existing resources and personnel, or set up a contract with vendors that specialize in the development and implementation of online programs (Springer, 2018). These third-party vendors are known as 'Online Program Management' (OPM) providers (Springer, 2018). Universities need a substantial financial investment to develop their online programs internally (Springer, 2018). OPM providers are for-profit companies that invest some or all of the necessary capital up front to create the infrastructure for an online program, and also provide various services related to online program management for partnering with a college or university in exchange for a percentage of the revenue generated from the program (Springer, 2018). Many OPM providers have emerged in the past two decades to offer these services. Some OPM providers require 60%

of the generated tuition of the online programs they develop with their partnering educational institutions (Springer, 2018). These OPM providers offer help in four core service areas:

1. Market/Lead generation
2. Enrollment management
3. Student services, and
4. Course development and delivery (Springer, 2018).

According to Springer (2018),

> The OPM provider recruits students to the online program, provides training and support to faculty and students, provides technological expertise, offers academic advising services to the students until graduation, and collaborates with the faculty from the university or college to convert on-campus courses to the online environment. The vendor may also develop marketing strategies to promote the growth of the online program and further the university's brand, and it may help secure regulatory approvals related to online education. (pp. 1-2)

A partnership between a university and an OPM provider is a form of higher education outsourcing (Springer, 2018) and is a business relationship between the university (or college) and the OPM provider.

Ten years ago only three companies existed in the OPM market; as of 2018, the number had roughly tripled (InsideHigherED.com, 2018). It is hard to differentiate among them. Some companies charge fees for specific services, rather than the bundles or packages that OPMs have historically offered (InsideHigherED.com, 2018). There is a demand by colleges to get into online education, and many institutions going online recently or currently are latecomers and need help through outside resources. Such institutions will have a demand for partnerships with

revenue-sharing OPM companies. Universities trying to get into online education will continue to look into these partnerships as a catalyst for innovation (InsideHigherED.com, 2018).

On-campus enrollment is declining at many institutions; however online enrollments are increasing (InsideHigherED.com, 2018). Opinions about and demand for online education are slowly increasing; as of 2018 just under 30% of students studying on campus take at least one class online (InsideHigherED.com, 2018). Another estimate by the Integrated Postsecondary Education Data System indicated that in 2017 one-third (33.3.%) of all higher education enrollments in the US and its jurisdictions were students taking at least one online course (Bradford, 2019). According to an article in InsideHigherED.com (2018),

> To launch a successful online degree, institutions need expertise in instructional design, must be skilled in identifying areas where there is student demand, and must have enough funds to develop and market the program, which several sources said could cost upward of $1 million each. (p. 1)

For schools and universities that do not have the expertise or cash flow, working with a traditional OPM will be feasible as risks and costs are shared. The OPM provider invests capital up front to develop and launch the online program, and receives a share of tuition revenue over several years to regain its investment. The OPM providers can take more than 50 percent of tuition revenue from educational institutions and gain financial incentives to run a good marketing campaign to attract and enroll more students for the online programs (InsideHigherED.com, 2018). Examples of OPM companies offering full up-front investment are 2U, Academic Partnerships, and Pearson Online Learning Services (Newton, 2016; InsideHigherED.com, 2018; Lurie, 2018).

Online learning can become a mainstream activity for educational institutions. Once they start building in-house capacity and sources to create such programs, they can also seek help from OPMs with 'fee-for-service' options for help with specific areas, such as online marketing, enrollment, or instructional design. This kind of partnership provides greater flexibility for the educational institution and shorter contracts with the OPM provider (Newton, 2016; InsideHigherED.com, 2018; Lurie, 2018; Hill, 2018; Kronk, 2019). According to Lurie (2018), this fee-for-service option is an evolution and not a rejection of the OPM market. Examples of companies that provide fee-for-service include Noodle Partners and iDesign (Newton, 2016; InsideHigherED.com, 2018; Lurie, 2018). According to a report by Eduventures, two- and four-year institutions with more than 300 fully online students had higher online enrollment rates when they partnered with OPM providers as compared to those that did not. This report provided survey data between 2012 and 2015 that showed OPM companies had provided an 'enrollment bump' to many schools; however, the number of institutions working with OPM companies remains unclear (InsideHigherED.com, 2018; Lurie, 2018). Before 2016, less than 10 percent of all higher education institutions were working with OPM providers to deliver online programs. However, about 20 percent of four-year institutions are working with an OPM provider to deliver online programs. The number is estimated to expand to as much as 50 percent in the next few years. The biggest of the firms in the OPM market run a few hundred programs (InsideHigherED.com, 2018) (see Table 2). The smaller companies only have a handful of university partners, but this is not considered problematic for this market (InsideHigherED.com, 2018).

Table 1. List of OPM Providers and Numbers of Partners and Online Programs

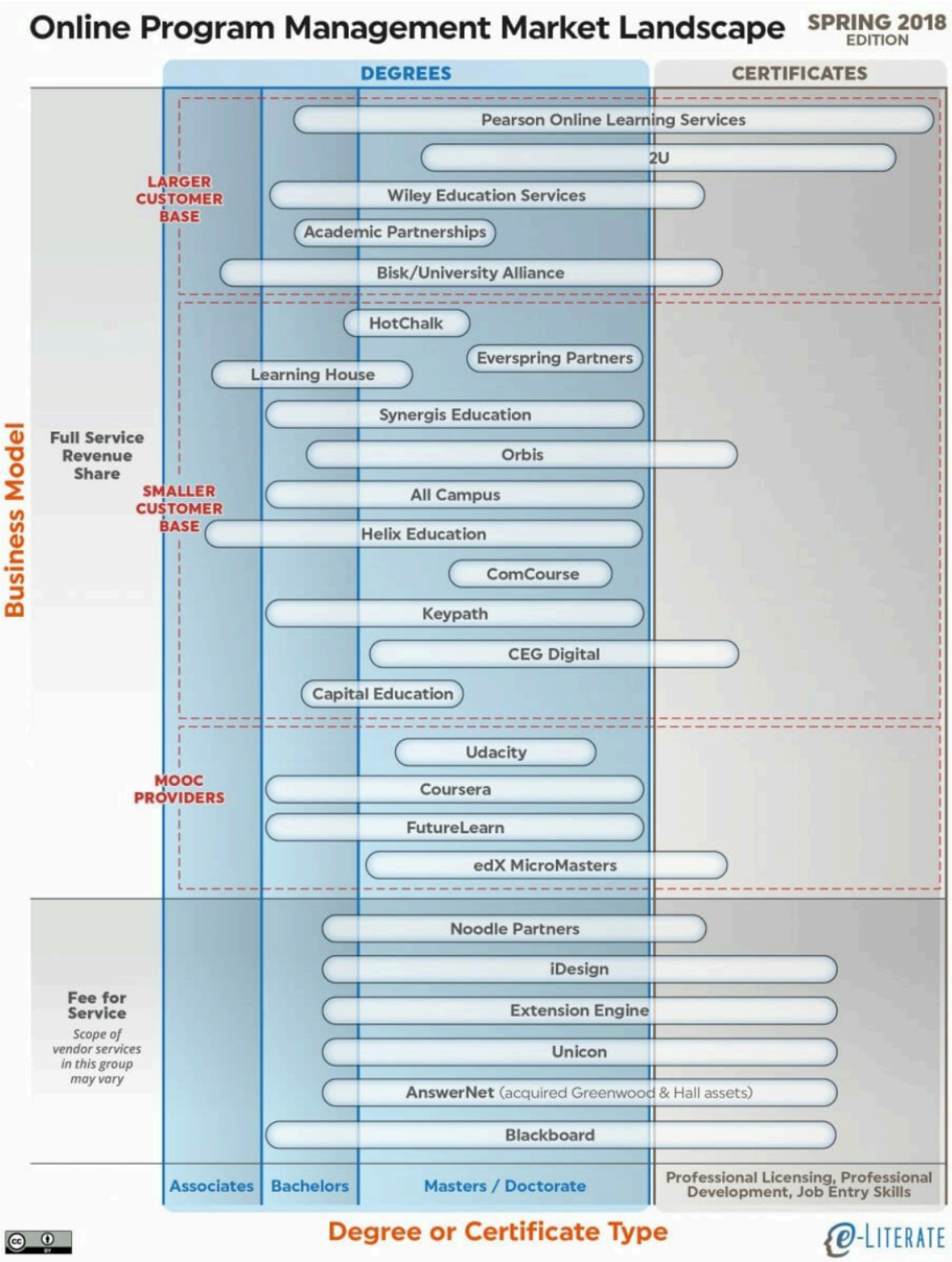
| Company Name | Institutional Partners | Online Programs |
|---|---|---|
| 2U | 34 | 58 |
| Academic Partnerships | > 60 (U.S. only, 30 non-U.S. partners managed by sister companies. | > 650 |
| Collegis Education | ~ 20 (All U.S.) | Not disclosed |
| Helix Education | 7 | 96 |
| HotChalk | Not disclosed | Not disclosed |
| iDesign | 25 (All U.S.) | ~ 40 |
| Keypath Education | > 20 | > 80 |
| Learning House | 26 | > 460 |
| Noodle Partners | 12 | 24 |
| Pearson Online Learning Services | 40 (U.S. only, more outside U.S) | > 300 |
| Synergis Education | 6 (All U.S.) | 21 |
| Wiley Education Services | 35 (three of these non-U.S.) | 250 |
| *Note: The following companies did not respond to requests for data prior to publication: All Campus, Apollidon, Everspring, Extension Engine, Highereducation.com, Meteor Learning & Orbis.* | | |

Source: InsideHigherED.com (2018)

The kinds of services this market provides are changing. According to a report by Mindwires Consulting, this market also included the Massive Open Online Course (MOOC) Providers like

Udacity and Coursera (Kronk, 2019; Hill, 2018; InsideHigherED.com, 2018). Companies like Bridgepoint Education and Kaplan are trying to enter the non-profit education sector. It is expected that only the 'very specialized' companies will survive (InsideHigherED.com, 2018). Some companies have already found a niche and are doing very well. For example, Orbis Education has specialized in health care, and 2U raised $350 million and is in a league of its own in terms of OPM viability and is known for working with elite institutions (InsideHigherED.com, 2018). See Figure 3.

Figure 3. Online Program Management Market Landscape 2018




Source: e-Literate.

Colleges and universities need to design and launch higher quality online courses (Riter, 2017). For these universities and colleges, building high-quality offerings and getting thoughtful instructional design support for their institution's faculty from OPM providers is most important (InsideHigherEd.com, 2019). There is a need by most of these higher educational institutions to get selected services on an a-la-carte basis and pay a fee for that service instead of going with the revenue-sharing bundle or package (Riter, 2017). Most OPM providers do not have economic sources or expertise to tailor the instructional design for a particular institution, program or course. For higher education institutions, focusing on quality education, 'instructional design' or proper development and implementation of student-centered teaching in courses is of utmost importance (InsideHigherEd.com, 2019). As of 2017, most of these colleges and universities do not yet have technology-enhanced learning (TEL) or online course offerings as a strategic priority (Riter, 2017). Lack of budget, staff, resources, and familiarity with technology creates operational challenges that make outsourcing the development of online courses and programs to OPMs very appealing. However, most of these OPMs maintain only a small number of instructional design staff and place the main duties and responsibilities of the work on an institution's faculty (Riter, 2017; InsideHigherEd.com, 2019).

Faculty of these institutions have a concern about the academic integrity from the commercialization of their intellectual property. Most OPM providers do not invest in instructional design because the underlying economic arrangement does not reward or benefit them by tailoring or suiting their approach to a particular college or university (InsideHigherEd.com, 2019). Enrollment of students in these online programs and not instructional design is of utmost importance for these OPM providers as well as the institutions. Online enrollment drives revenue growth for both (Riter, 2017). As a result, most of their

resources go into marketing and not into designing highly effective online programs. However, the potential cost of not providing effective course design can be lower completion rates and reduced satisfaction (Bawa, 2016; Hone & Said, 2016; Educause.edu, 2010).

**Summary**

The literature suggests the importance of good pedagogy and instructional design to develop high-quality online education. Most higher education institutions outsource their online course development to an OPM by sharing the entire revenue and/or as a fee-for-service. Faculty who are teaching face-to-face classes are first being trained by the instructional designers provided by the OPMs to design their first online courses and develop their pedagogy. No studies have shown how the instructional designers provided by these OPMs work with faculty to design and develop online courses. A gap exists in the literature around how faculty interact with such IDs provided by OPMs; and what impact it has in their teaching design, and their pedagogical knowledge and development.

The quality of this literature review can be checked via the quality of sources and publications used to prove that the gap exists. Good research studies are dependent upon good methods and analyses, which are in turn dependent upon a good literature review to guide it all (Hart, 1998; pp 12-15). Quality of a literature review is important to show that a gap exists and there is a need for this research. According to Hart (1998), quality of a literature review means:

> Appropriate breadth and depth, rigour and consistency, clarity and brevity, and effective analysis and synthesis. (pp. 1)
>
> The use of the ideas in the literature to justify the particular approach to the topic, the selection of methods, and demonstration that this research contributes something new. (pp. 1)

In addressing research quality, I conducted an analysis of my literature review sources to determine citation quality and thoroughness (see Appendix B: Analysis of the "Scholarliness" value of the Literature Review). Twenty sources used within this review are more than twenty years old and 111 sources are less than twenty years old. Seventy-nine are from journals (82.27% of the total) and 49.61% of the total 131 sources are from peer-reviewed journals. Twenty-seven of the total sources are from books. Of the materials used in this review, 60.30% originate from journal articles and 20.61% originate from books, which together represent 80.91% of all cited materials.

**Purpose of this Study**

Online instructors face new pedagogical issues surrounding student interactions, course design and delivery, multiple levels of communication, new assignment types, performance expectations, assessments, and evaluation techniques that necessitate adaptations in their teaching practices (Bonwell & Eison, 1991; Boling et al., 2012). Additionally, a persona change occurs when a faculty member transitions from face-to-face instruction to online classrooms (Phillips, 2008). Online course development contexts can therefore offer powerful opportunities for faculty development and pedagogy improvement.

Thus, this dissertation explores the extent to which engaging in developing online courses and programs with IDs in the OPM Model is a scaffold for faculty development to deepen their pedagogical knowledge and develop stronger teaching practices overall. The dissertation examines how the relationship between a research university and an OPM provider impacts faculty approaches to teaching and learning practices. Does building online programs with an external resource help faculty change their attitudes towards pedagogy? Do they become better at their teaching practices?

Overall, this dissertation focuses on the following research question:

How does a research university working with a business partnership to develop online degree programs impact faculty approaches to teaching design?

# CHAPTER THREE: RESEARCH METHODOLOGY

## Research Design

This research follows a qualitative approach, as such methods are designed to help researchers understand people, and what they say and do (Myers, 2013). Qualitative methods are used to help understand the social and cultural contexts within which people live and work. The research for this dissertation involves understanding faculty and their approaches to teaching design and pedagogy. A college community and the Online Program Management providers with whom the college or university has business relationships also effect faculty approaches to pedagogy. Qualitative research allows the researcher to see and understand the context within which decisions and actions take place (Myers, 2013). Human decisions and actions can only be understood in context, and the context helps researchers 'explain' why someone acted as they did (Myers, 2013). For this dissertation, I carried out detailed analyses of the decisions and actions taken by faculty within the context of a university and its business relationship with an OPM provider. This is exploratory research that studies this particular context in depth. The focus is to understand why faculty behave and react in a certain way in this situation.

This research uses an interpretive case study methodology. The case study approach is particularly relevant when a researcher seeks to answer "how" or "why" research questions and because an online program implementation is a case that can be bounded with definable start and end dates (Yin, 2014, 2016). This case study research uses 'bottom-up' inductive reasoning. In inductive reasoning, the researcher uses data to build on an existing theory. After analyzing the data, the researcher identifies emerging patterns that lead to one or more hypotheses. These hypotheses are then developed into a more general theory (Myers, 2013).

**Sources of Data**

This case study included a private research university (herein called RU or R University) that had recently joined a partnership with an Online Program Management Provider (OPM) to develop and offer online Master's degree programs. The name of the university and the type of online programs, and the name of the OPM provider have been removed to maintain anonymity.

Faculty scheduled to teach in the Fall semester co-developed courses with the assistance of an instructional design firm and a media production firm (outsourced by OPM). These faculty members began receiving training from Faculty Support Services (in-house) provided by OPM. Administrative and technical staff at RU developed procedures and materials in conjunction with the marketing firm, promotional firm, and student recruitment firm (outsourced by OPM), and worked with OPM to integrate learning management and student management systems.

**Activity Theory**

In this study, Activity Theory (AT) is used as a framework to describe and analyze the entire work/activity system that involved the RU faculty and community, and OPM. Activity Theory is an umbrella term for a range of social science theories and research originating from Soviet psychologists Lev Vygotsky, Alexei Leont'ev, and Sergei Rubinstein (Cole & Engeström, 1993). It is widely used in theoretical and applied psychology, education, professional training, ergonomics, social psychology and work psychology. Activity Theory is specifically useful in qualitative research methodologies (e.g., ethnography, case study) in providing a method for analyzing and understanding a phenomenon, finding patterns and making inferences across interactions, and describing and presenting phenomena through a built-in language and rhetoric. Activity Theory offers an external perspective on human practices (Arnseth, 2008). It is a descriptive meta-theory or framework rather than a predictive theory (Engestrom, 2007, 2000).

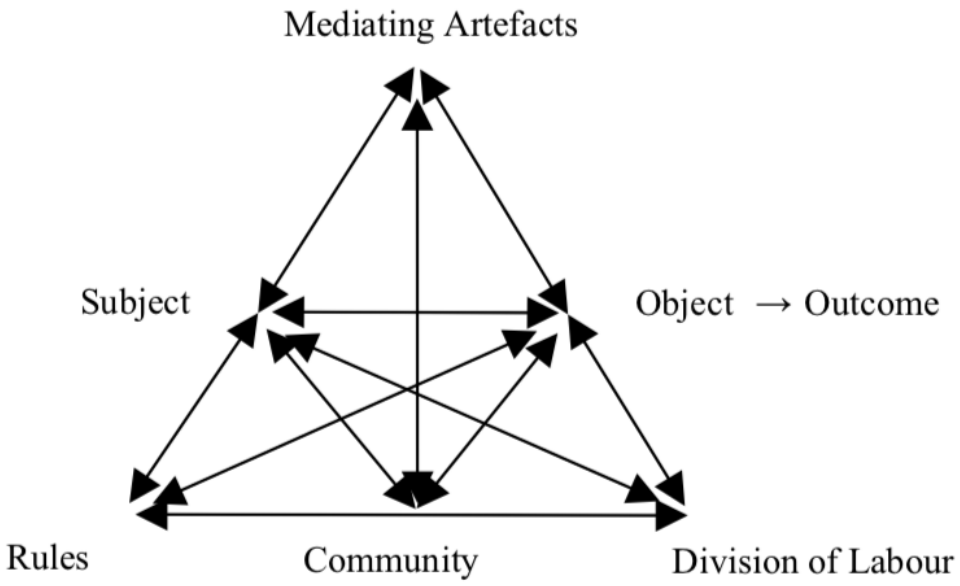
AT is not a methodology but a "philosophical framework for studying different forms of human praxis as developmental processes, both individual and social levels interlinked at the same time" (Jonassen & Murphy, 1999, p. 62). It provides a different perspective of viewing human thinking and activity, and is a powerful socio-cultural and socio-historical lens through which one can analyze most forms of human activity (Jonassen & Murphy, 1999). It looks mainly at the interaction of human activity and consciousness (the human mind as a whole) within its environmental context (Jonassen & Murphy, 1999). The framework is designed for understanding the totality of human work and praxis that is activity in context (Bedker, 1991). An activity cannot be understood or analyzed outside the context of which it occurs (Jonassen & Murphy, 1999). Analyzing human activity should not only involve examining the kinds of activities people engage in but also who is engaging in that activity, what their goals and intentions are, what objects or products result from the activity, the rules and norms that circumscribe that activity, and also the larger community in which the activity occurs. These are all parts of the activity system (Jonassen & Murphy, 1999).

### *Activity System*

The most appropriate unit of analysis in a system is 'activity' (Jonassen & Murphy, 1999). The components of any activity are organized into activity systems (see Figure 4) (Jonassen & Murphy 1999). The primary focus of activity systems analysis is the 'Object', in which the activity is accomplished. The production of any activity involves the subject, the object of the activity, the tools (mediating artifacts) that are used in the activity and the actions and operations that affect an outcome (Jonassen & Murphy, 1999). The subject of any activity is the individual involved in the activity or the group of actors engaged in the activity. The object of the activity is the physical or mental product that is created. The object is acted on by the subject and is a

representation of the intention that motivates the activity. Tools can be anything that will be used in the transformation of this process. The use of specific kinds of tools will shape the way people (or subjects) act and think. The tools alter the activity and are in turn altered by the activity (Jonassen & Murphy, 1999).

Figure 4. Engeström's (1999) Model of An Activity System




The AT model includes the following vertices moving in a clockwise rotation from mid-left: subject, mediating artefacts (tools), object, division of labor (roles) that influence the subject, community and rules (Bradford et al., 2011). This model sets the actor and target action (or behavior) within the frame of the key factors having an influence on the actor and target action. Adjusting the model to the case of faculty and their teaching practices when launching online programs via a business relationship, the faculty is the subject with teaching as an object of active learning with an outcome target of new competencies. Teaching here implies anything related to the practice of teaching. It can also be improvements or new skills learned by the

faculty member. Examples include, a new approach to curriculum design, multimedia (audio or video) instruction, discussion forums, scaffolding, etc. The influences on the instructional process include current faculty roles, such as teaching and/or research, marketing, admissions, recruiting, leads, senior administrative officers, senior managerial staff, program leads, OPM managerial staff, the IDF (Instructional Design Firm) managerial staff, learning leads, and Instructional Designers working to support the object target outcomes (Bradford et al., 2011). Fellow faculty are part of the RU community. The community also includes technical and administrative staff from the RU. Fellow faculty (colleagues of faculty as actors) also impact other faculties as actors in the community section in this model. The community section also includes the students at RU. Students are part of the community in this model because the faculty provides educational experiences for their students. Policies, contracts, goals, quotas, deadlines, milestones, reviews, and evaluations are the rules that influence the faculty approach to teaching design. Finally, ICTs (Information and Communication Technologies), an LMS (Learning Management System), synchronous technologies, and other software that are used are the main tools to support online teaching for faculty and also help them design pedagogy. All kinds of technologies like data management integrations and other support systems from RU, the OPM provider and the IDF are also part of the 'Tools' section, and also impact faculty approaches to teaching design. In this framework, pedagogical knowledge and development gained by faculty can be considered as a mediator to reach the object by the actor (impact on teaching design by faculty). The resulting model incorporates the key actors playing a role to make an impact on faculty approaches to teaching design.

Activity Theory is a powerful framework for analyzing how faculty change their approaches to teaching design when they experience all the activities related to developing and launching

online programs with an OPM provider. AT is also very useful because its assumptions are consonant with those that impact teaching design, faculty training and support, instructional designer and faculty interaction, pressure from the college community, student feedback and evaluation, faculty and technology interaction, policies and contracts with regards to R University and the OPM provider, and the amount of time involved in designing online courses, and peer pressure (competing with other faculty members).

According to Bradford et al. (2011), activity theory can be used as a framework for an organization to self-evaluate its "Technology-enhanced learning" (TEL) or online learning practices. "The purpose of such a framework is to permit organizations a method by which they may examine their support for sustained innovation" (Bradford et al., 2011, p. 163). AT will support analysis in this case study by observing faculty and the community, roles, tools, and rules all the way from the start when faculty received training on course development and shifted to some on-ground teaching, and how the OPM supports and creates a change in the pedagogical knowledge and development of faculty. AT will also support analysis of what faculty do with this pedagogical knowledge and development when they teach online again and/or go back to teach their traditional face-to-face classes.

## Research Methodology

### *Population Studied*

The key informants were RU faculty members, RU staff, OPM staff, and instructional designers.

### *Recruitment Procedures*

The researcher had professional contact with one of the Program Leads of the online programs at R University who acted as gatekeeper. The Program Lead contacted the upper-level management of R University and the OPM provider managers to get the required permissions and formalize the study. The upper-level management of R University and the OPM provider managers granted permission because they felt that this study was important to understand how the relationship affects faculty professional development. The Program Lead sent out an email to all faculty who were going to participate in developing or teaching online courses and was able to motivate all colleagues to participate. An email was sent to all faculty by the researcher as a follow-up informing them about the project and inviting them to participate in an interview. Out of 16 faculty members involved, 15 agreed to participate. The Program Lead also sent out an email to the OPM provider managers to motivate them to participate in this study. The researcher followed up with one senior manager of the OPM provider and two junior managers who were overseeing the instructional design process to participate and schedule time for interviews. The OPM provider had outsourced their instructional design services with another firm. The Program Lead also communicated with this instructional design firm and encouraged them to participate. Upon their agreement, the researcher followed up with the junior instructional design manager to participate and schedule an interview. The researcher communicated with this junior instructional design manager to connect with all the instructional designers involved with faculty. Four out of five instructional designers agreed to participate in this study. The researcher sent an email to these four instructional designers as a follow-up to participate in this study and schedule an interview.

### *Data Collection Procedures*

Interviews, participant observation, and documents were the primary sources of data collection.

**Interviews**

1. Each interview session was scheduled for about an hour. Sessions were audio-recorded via Zoom if the meeting took place online or on a recording device like an iPhone if the meeting took place face-to-face.
2. The interviews followed a semi-structured design.
3. Prior to the formal start of each interview, the researcher emailed a copy of the Informed Consent Form for the participant to read. The researcher answered any questions the participant had and explained the procedures to maintain confidentiality. Both the researcher and the participant signed the Informed Consent Form and specified the date of the interview on the form.
4. The interview comprised a series of related open-ended questions. The questions also elicited participants' thoughts on critical skills and capacities they believed were essential for success. The open-ended questions were followed by a series of semi-structured questions that probed items of interest in the study. At the end of the interview, the participant was invited to add anything else that came to mind regarding any of the topics explored in the interview. Transcripts of interviews were sent to each interviewee for review and comments.
5. The mirroring technique (Myers, 2013) was used while conducting the interviews with key informants. Mirroring involves taking the words and phrases the participant uses to construct a subsequent question or comment, and focus on their world and their language rather than imposing my own (Myers, 2013).

## Interview Protocol

The following are the details regarding the interview questions asked with respect to the role of the participant in the launch of the online programs. (For a detailed list of interview questions see Appendix C.) All interviews were semi-structured and began with these questions: What is your [position] at your [organization]? How did you become involved in the online program? Can you elaborate on your experience with the online program? The researcher used mirroring techniques and came up with questions on the spot based on the answers provided to gain more insights on what was really impacting faculty pedagogical knowledge and development.

**Faculty:** Keeping the Activity Theory Diagram in mind and moving clockwise, the researcher asked the interviewee about the influences of each role, community, rules, technical tools, and overall impact.

**Senior Administrative Officer at R University:** This interview took place after interviewing all the faculty. The focus of this interview was planning and decision making by RU. The researcher asked questions about communication strategies, design decisions and why they selected the OPM provider. The researcher classified the interviewee within the AT diagram 'Roles' and focused on how this person's decision making, and communication strategies could impact faculty approaches to online teaching.

**Senior Managerial Staff at R University:** Again, this interviewer was classified under the 'Roles' section of activity theory diagram and the questions were framed accordingly. The researcher asked questions to confirm responses received from faculty and what role the interviewee played to impact faculty approaches to teaching design. The researcher also asked questions on overall communication and management of the OPM provider, the instructional design firm and a video making firm.

**OPM Senior Manager:** The interviewee was classified under the 'Role' section of the Activity Theory diagram and questions were framed accordingly. The researcher asked for clarification about the approach followed by the firm. The researcher also asked for clarification on the reasons behind why certain parts of the process were not going well or going well, and how this could impact on faculty pedagogical knowledge and development.

**OPM Junior Managers:** Two interviewees participated. The interviewers were classified under the 'Role' section of the Activity Theory diagram and questions were framed accordingly. These managers played a very important role during the instructional design process. They were aware of the overall process with all the faculty. The researcher asked for clarification about the communication strategies and meeting planning, and how focused they were to make sure the faculty had a good experience and the entire process made an impact on faculty pedagogical knowledge and development.

**Instructional Designers:** The focus of these interviews was on how each of these individuals observed and perceived any changes in faculty members' approach to pedagogy.

### *Participant Observation*

Faculty meetings with instructional designers and training activities were observed. These were the selected videos of meetings between faculty members and IDs that were made available to the researcher by the ID firm. The selection was done based on stages of the instructional design process. The video recordings of the starting phase, the middle phase and the end phase of the course build process were shared with the researcher for each of the 12 faculty members, including program leads, who participated in the online course development process. One other faculty member's video recording for the entire course build were made available. Notes were taken during field observations.

### *Documents*

A number of documents were used to further understand the context. The documents included:

1. The contract between OPM and RU was provided by a senior managerial RU member
2. Canvas course blueprints created by the instructional designers before the course went live were provided by the IT staff at RU with permission from the Senior Managerial Staff at RU
3. The RU Online Programs public website.

### *Human Subjects Consideration*

This study posed minimal risks to the participants. These included possible embarrassment for how they have been treated by others or concern for the reputations of themselves or their institution. To minimize these concerns the following steps were taken:

- During the pre-interview, the researcher assured the participants that they would be anonymous (this was also explained in the informed consent form). The participants were also told how the data would be collected and handled to ensure their confidentiality.
- The informed consent form and the interviewer advised participants that they could choose not to answer a question when they did not feel comfortable doing so.
- The transcripts of the interview were sent to the participants for checking. The participants could make corrections or ask for any part of the statements or inferences to be deleted if they were not comfortable with them.
- The informed consent form and the interviewer explained the ultimate goal and purpose of the study, as well as the research question; and assured them that this information and study would in no way affect their relationship with the institution for which they work.

- The interviewer built a rapport with the participants and used a neutral and friendly tone throughout the interviews.

The study was considered as Exempt by the Institutional Review Board (see Appendix A). To ensure confidentiality, all participants were given random names without referring to gender or title and were differentiated by the pseudonyms. All identifying information (name, references to other people and places) were removed when transcribing an interview; a random number was assigned to the transcript before it was analyzed. Following each interview, the data was downloaded from the iPhone or Zoom to a personal laptop computer. These files were then added to a separate flash drive for each case category as a backup. The flash drive and the laptop computer required a password to which only the researcher had access. After the dissertation was approved, the original audio files were deleted from both the flash drive and the laptop computer within one year from the approval of the dissertation project.

### *Data Analysis*

The objectives of this study were met through a rigorous interpretive analysis process guided by Activity Theory. The first step involved the preparation of the data for analysis and becoming familiar with the data. The recorded interviews were transcribed. More than half of the interviews were transcribed by available online technical tools. The remaining interviews were transcribed by the researcher manually using a technical tool available online that slows down the audio content. Analysis of the interview data was concurrent with the on-going data gathering. After reading and reviewing the interviews several times, the researcher could begin to identify patterns. During the initial phase and the middle phase of the analysis, the researcher communicated with many participants to follow up on additional data as more patterns and insights were found.

The initial coding was done using the Coding Technique. An effort was made to uncover prominent themes in the experiences of faculty as well as how they are being influenced by each 'role', 'rule', 'technical tool', and everyone in the 'community.' Looking at each of the vertices of the Activity Theory model, the researcher uncovered prominent themes in the experience of faculty during this launch of online programs. Themes were produced and looked upon as to how they work together (or the opposite: how they do not work together) from the lens of activity theory. AT forces a researcher to see how the extracted information is contributing or not contributing to social-based work in a specific setting and context; and illuminates follow-on questions of why it is not working/why it is working, and why there are problems of not being able to achieve desired outcomes. AT complements how to explain the dynamic of the social and collaborative work environment.

### *Triangulation*

Triangulation is a method used in qualitative research to strengthen the reliability and validity of the analysis and results (Dias, 2013; Denzin, 1978; Merriam, 1988; Patton, 2002a; Stake 2000; Yin 2003). Denzin (1978) identified four methods of triangulation:

1. Data triangulation where a number of different data sources are used;
2. Investigator triangulation, where more than one researcher is involved in the research, especially for inter-rater checks on data analysis;
3. Theory triangulation, where different theoretical perspectives are used to analyze and interpret a single data set; and
4. Methodological triangulation, where multiple methods are used in the research to study a single issue or question.

For this study, data triangulation was used for the instructional design process and some parts of the instructional delivery process of the online programs.

Patton (2002a) notes that the purpose of triangulation is not to find absolute correspondence and consistency. Rather, the different perspectives that may emerge from triangulation will provide "opportunities for deeper insight into the relationship between inquiry approach and the phenomenon under study" (p. 248). This both acknowledges and places subjectivity as central to the research, while adding to the trustworthiness of the findings. This participation observation data along with interviews of faculty, instructional designers from the instructional design firm and OPM junior managers were used to understand the instructional design process that took place. Along with observing meetings and participant interviews, Canvas course blueprints were also used to verify some data related to the pedagogical strategies implemented via the influence of the instructional design process.

### *Credibility and Validity*

Given the study's purpose, the research question that emerged from initial exploration, and the literature review, an interpretive approach based on phenomenological principles was selected as the best fit. According to Yin (2011), "no formal typology or inventory exists" (p. 16) in qualitative methodology. Hence, the quality and validity of the qualitative method used depends on it having a coherent and consistent epistemological base in its approach to data gathering, analysis, and interpretation. The interpretive method used in this study is rooted in a social constructionist paradigm that sees knowledge of social reality as subjectively constructed, and therefore, locates subjective experiences as central in understanding of experience and meaning (Creswell & Miller, 2000; Crotty, 1998; Patton, 2002a; Shadish, 1995). Rather than an

independent reality that is dissociated from the subject, the reality is constructed through individual sense-making processes.

According to Creswell & Miller, (2000), the three validity procedures given the qualitative lens and constructivist paradigm assumptions are:

1. Disconfirming evidence
2. Prolonged engagement in the field
3. Thick, rich description.

Disconfirming evidence: The researcher should not discard any data. All data takes into consideration each and every theme. Thus, in the analysis phase, I looked into multiple perspectives on a theme or category even if it did not align with the rest of the data or was disconfirming.

Prolonged engagement in the field: The researcher can spend months collecting and analyzing data. The researcher should build trust with the participants and establish a rapport so that participants are comfortable disclosing information. The researcher should gain a credible account with gatekeepers (e.g., program leads). The researcher can benefit from experience working in the field of instructional design to identify pluralistic perspectives from participants and get a better understanding of context of participating views.

Thick, rich description: The researcher must describe the setting, the participants and the themes of the study in rich detail. The researcher should provide detailed explanations for each of the themes. The researcher should provide examples of quotes from the participants with a detailed explanation of their interactions.

# CHAPTER FOUR: ANALYSIS & RESULTS

## Preamble

This study examines all the interactions that took place between faculty and instructional design services provided by OPM over a 9-month period. Examining these interactions provided insights into what worked and what did not work for faculty when partnering with OPM. The findings are relevant for higher education administrators and faculty, OPM managers, and instructional designers.

The reader is reminded that the overall research question is: How does a research university working with a business partnership to develop online degree programs impact faculty approaches to teaching design?

## Research Participants

Figure 5 is a map of which of the OPM's services are outsourced and which are in-house. Details of the services are described in this map. Figure 6 is a map of RU's organizational structure and services.

Figure 5. Structure of the Online Program Management Provider

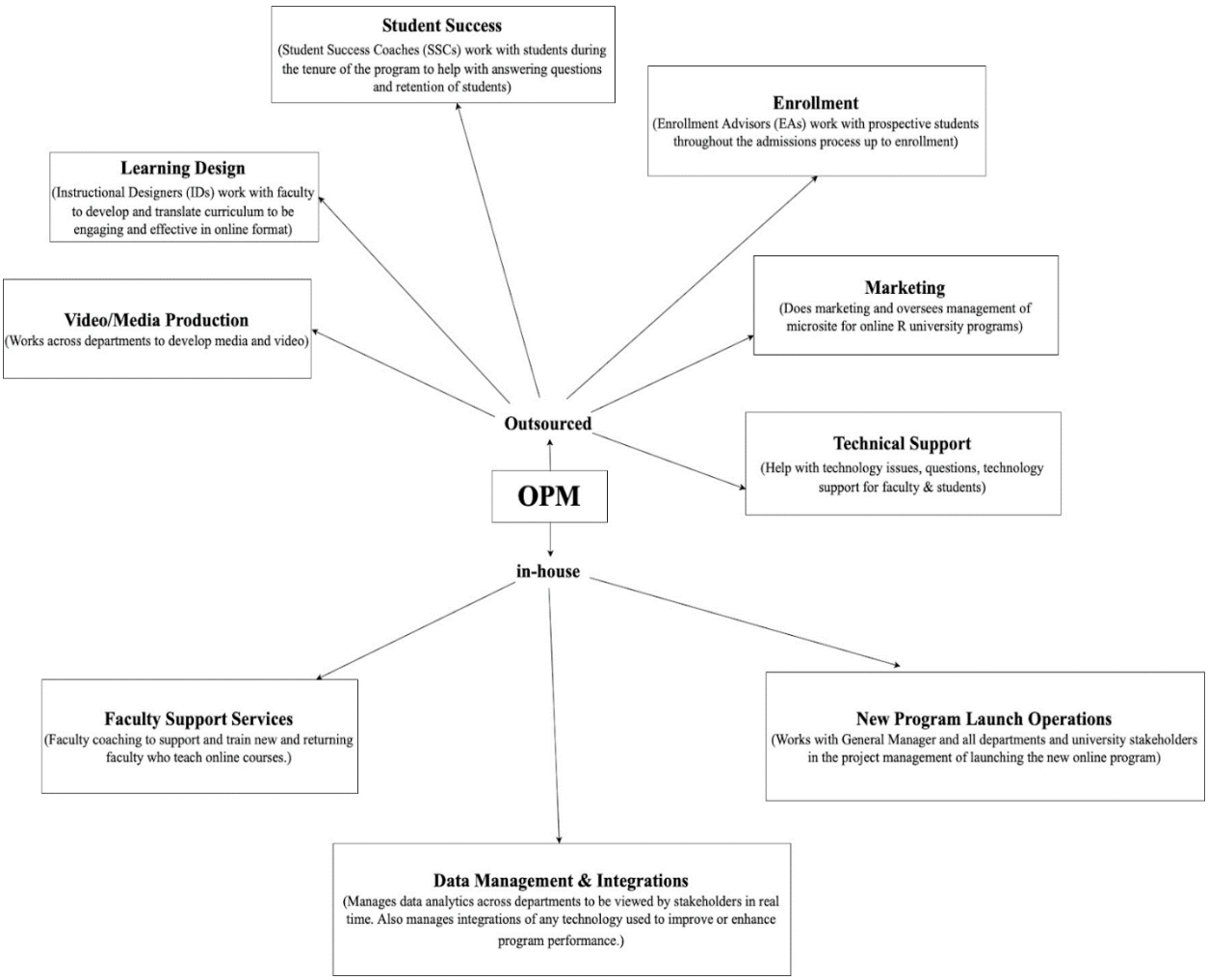
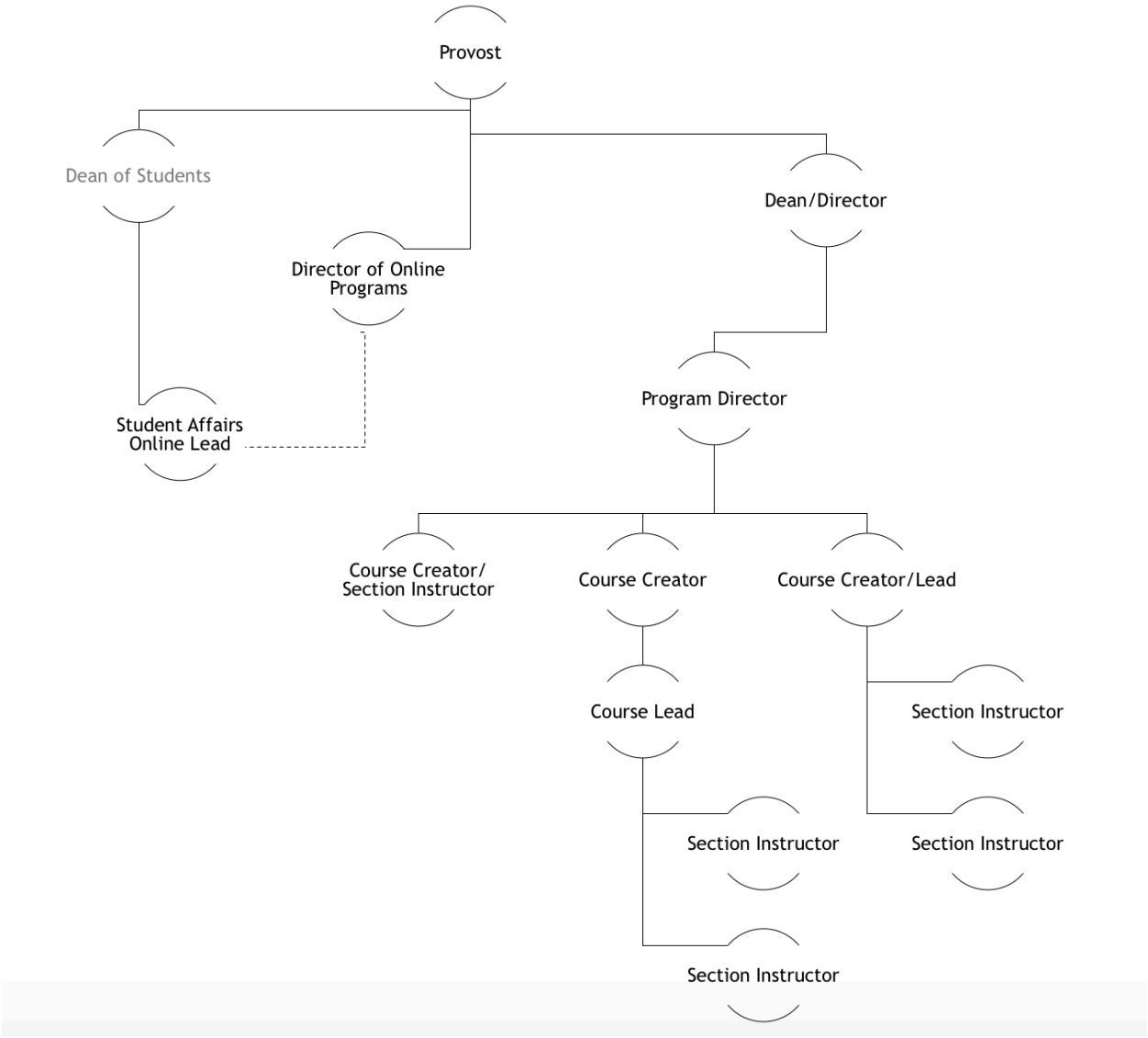


Figure 6. Online Programs Office of R University




For anonymity purposes, the names of all the individuals and organizations mentioned in this dissertation have been given short acronyms. Position titles have been changed to broader categories that cannot be identified. Table 2. List of De-identifying Acronyms contains the list of acronyms. Table 3. Interviews/Email Follow-ups provides information about the number of times the key informants were interviewed and how many times they were followed up for more data collection and approval. Table 4. Fall (term 1) Courses, Faculty and Instructional Designers

and Table 5. Spring (term 2) Courses, Faculty and Instructional Designers show the details the course numbers and faculty and ID assignment.

Table 2. List of De-identifying Acronyms

| **Organization** | **Role** | **Acronym(s)** |
|---|---|---|
| Research University (RU) | Faculty | A1-A15 |
| | Senior Administrative Officer | M1 |
| | Senior Managerial Staff | M2i |
| | Senior Managerial Staff | M2 |
| Online Program Management Provider (OPM) | Senior Managerial Staff | OPMSM1 |
| | Junior Managerial Staff | OPMJM1 |
| | Junior Managerial Staff | OPMJM2 |
| Instructional Design Firm (IDF) | Senior Manager | IDFSOM1 |
| | Senior Managerial Staff | IDFSM1 |
| | Senior Managerial Staff | IDFSM2 |
| | Junior Managerial Staff | IDFJM1 |
| | Instructional Designer | ID A- ID F, ID1-ID5 |
| Video Making Firm (VMF) | | |

Notes: (1) Faculty A16, ID5, and ID A- ID F did not participate in the study. (2) M2i acted in the Managerial Staff role until M2 was hired. (3) IDFJM1 was initially an instructional designer, but was promoted to the Junior Managerial Staff position.

Table 3. Interviews/Email Follow-ups

| Key Informants | # Interviews | Email Follow-ups |
|---|---|---|
| **RU** | | |
| Senior Administrative Officer (University Level) | **1** | **1** |
| Senior Managerial Staff | **None** | **1** |
| Senior Managerial Staff (Online Programs Managerial Level- University Level Internal Staff) | **2** | **>5** |
| Program Leads for each online program (Note: The Program Leads were also involved in designing and teaching online courses for these programs starting in Fall) | **1-2** | **>1** |
| All the faculty involved in teaching and getting trained for online courses for all three online degree programs (Note: Twelve faculties are developing courses; 11 faculties agreed to participate in this study) | **1-2** | **>1** |
| **OPM Staff** | | |
| Senior Managerial Staff | **1** | **None** |
| Junior Managerial Staff 1 (Overseeing the instructional design process until the end of term 1 build) | **1** | **None** |
| Junior Managerial Staff 2 (Overseeing the instructional design process starting end of term 1 build) | **2** | **None** |
| **Instructional Design Firm Staff** | | |
| Senior Manager/Operations Level Staff | **None** | **None** |
| Senior Managerial Staff 1 | **None** | **None** |
| Senior Managerial Staff 2 | **None** | **None** |
| Junior Managerial Staff | **1** | **>5** |

Table 4. Fall (term 1) Courses, Faculty and Instructional Designers

| Course | Faculty (Participating in the Instructional Design Process) | Faculty (Teaching the Online Course) | Instructional Designer |
|---|---|---|---|
| 1 | Faculty A9 | Faculty A2 | IDA - original ID<br>IDB - took over<br>ID2 with support from IDC |
| 2 | Faculty A6 | Faculty A3 | ID3 |
| 3 | Faculty A10 | Faculty A10 | IDE - began the course<br>ID4 - finished the course |
| 4 | Faculty A11 | Faculty A11 | IDE - began the course<br>ID4 - finished the course |
| 5 | Faculty A13 | Faculty A13 | IDFJM1 |
| 6 | Faculty A15 | Faculty A15 | IDFJM1 |
| 10 | Faculty A5 | Faculty A5 | ID D<br>IDFSM2 - took over when IDD left the project |

Notes: (1) Courses 5 and 6 had the same teaching assistant, and some of the assignments were combined. (2) Course 10 was intended to be taught in the Fall. Because the faculty who was designing and teaching this course was on sabbatical and because the Program Lead only wanted to have two courses in the Fall for this degree program, this course was moved to Spring. This course was also supposed to be ready for WASC Accreditation as one representative course initially. Most of the design part for this course was done in the term 1 build. So for the analysis of this study this course was analyzed within the context of the term 1 build.

Table 5. Spring (term 2) Courses, Faculty and Instructional Designers

| Course | Faculty (Participating in the Instructional Design Process) | Faculty (Teaching the Online Course) | Instructional Designer |
|---|---|---|---|
| 7 | Faculty A1<br>Faculty A8 | Faculty A1<br>Faculty A8 | ID1 |
| 8 | Faculty A4 | Faculty A4 | ID5 |
| 9 | Faculty A7 | Faculty A7 | ID1 |
| 11 | Faculty A10 | Faculty A10 | ID 4 |
| 12 | Faculty A11 | Faculty A11 | ID 4 |
| 13 | Faculty A14 | Faculty A14 | ID 3 |
| 14 | Faculty A12 | Faculty A12 | ID3 |

## Findings

### *Introduction*

I analyzed and interpreted the data I collected using a rich, thick description of phrases, designs and themes. I provided direct quotes that support these themes. The following findings are based on analyses of faculty activity that including who they are engaging in that activity with, what their goals and intentions were, what objects or products result from the activity, the rules, and norms that circumscribe that activity, and also the larger community in which the activity occurs. Direct quotes are used to explain how the theme fits in the Activity Theory Framework, which in turn helps understand why faculty reacted in a certain way. The findings also present which faculty teaching practices worked well, and which did not during the entire process, and also provide helpful insights for other university and OPM provider partnerships.

Activity Theory enabled me to analyze the complex system of the interactions between multiple levels of the RU-OPM partnership. Each and every level of interaction had a direct or indirect impact on faculty approaches to teaching and their pedagogical knowledge and development. The entire partnership process involved several stages and interactions in the entire online program development. The approach used to analyze the data was bottom-up. As I collected more and more data from the key informants, themes emerged. The Activity Theory framework helped to make sense of these themes and analyze where the disagreements, conflicts and flaws were coming from.

I define "Teaching Design" as everything that occurs in the partnership process that influences faculty attitudes, teaching practice, and pedagogical knowledge and development. Examples include an increase in intrinsic motivation (to implement evidence-based teaching practices in the present and in the future), frustration (hindrance to implement suggested teaching practices

by the instructional designer), lack of interest (based on personality types), lack of willingness to teach online, new techniques learned about teaching their courses or for their course design, lack of motivation to participate, etc.

The instructional design process began at least 4-6 months prior to the start of the semester in which the faculty had to teach their courses. This dissertation focuses on understanding the impact of the partnership only in the first two builds of this entire process since the original idea behind this dissertation was to study the initial process of this partnership and how the change occurred among faculty with respect to their pedagogy. Instructional Design in this partnership process involved having faculty meet with their assigned Instructional Designer from the IDF via Zoom® (online) meetings. During these meetings the junior managerial staff from the OPM oversaw this process. The people involved were OPMJM1 and OPMJM2. OPMJM1 was the lead during the first term and then there was a transition during the end of term 1 when OPMJM2 took over that lead position. During these meetings there were people from the IDF side also overseeing this process to make sure that the IDs were working well and to determine when they needed help. IDFJM1 was originally an instructional designer but because of good communication, interpersonal and organizational skills, this person was promoted by IDF to the IDFJM1 position, and started to oversee the instructional design process for all faculty from the IDF side. IDFSM1 and IDFSM2 were also at times part of overseeing and guiding the instructional design process. For the instructional design process, OPM also outsourced a video firm (VDF) to help in creating active and engaging videos using real actors. Members of VDF participated in instructional design meetings based on need.

There was a large difference in the flow of the instructional design process during term 1 and term 2. Term 1 was the time during which OPM, IDF, VDF and Faculty from RU just started working together. Things were new. The second round of the instructional design process (term 2) went more smoothly.

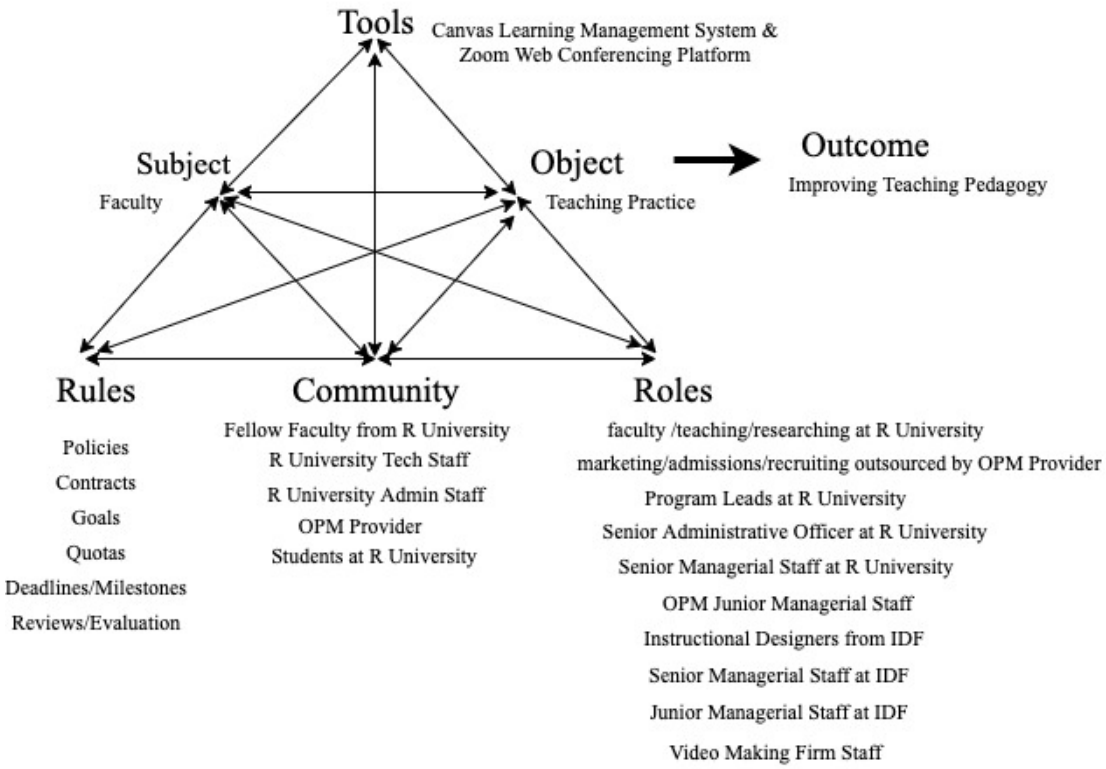
### *Themes*

Table 6 lists the themes that emerged from the data analysis. For each theme that emerged, I explain the analysis using an Activity System Context diagram. Figure 7 is used as the base of this analysis for each theme that emerged.

Table 6. Themes that Emerged from the Data Analysis

| Theme # | Theme Description |
|---|---|
| 1 | Faculty consider the online teaching initiative to be beneficial for their university and are motivated to participate |
| 2 | Some faculty have a difference of opinion on the ideas and guidance on pedagogy provided from the instructional design and OPM staff |
| 3 | Ideas and suggestions provided to develop and use multimedia videos for their courses during the instructional design process made some faculty think that IDF and OPM people do not understand graduate level education |
| 4 | Faculty consider instructional designers whose subject matter knowledge or background is in the same field to be more effective in course design and implementation |
| 5 | Faculty clearly think about their students and take into consideration only ideas that benefit their students during the instructional design process |
| 6 | Technical tools fascinate faculty to teach online |
| 7 | Adjunct Faculty are motivated and interested in helping each other to improve their course |
| 8 | Teaching Assistants (TAs) provide support to faculty in this online process |
| 9 | Regardless of the experience or impact on their pedagogical knowledge from the instructional design process, faculty were planning on applying teaching techniques learned or using instructional materials created for their traditional face-to-face classes |
| 10 | Issues and concerns with the background and skillset of instructional designers from IDF and the IDF course quality assurance procedure created a question mark on the quality and reliability of the courses created and faculty professional development and pedagogical knowledge |
| 11 | Lack of student enrollment from the OPM side led to frustrations among faculty and hampered their motivations to teach online |
| 12 | Faculty who did not participate in the instructional design process and who were only involved in teaching the online course faced difficulties and confusions in teaching online |
| 13 | Lack of proper process management between OPM, IDF and RU staff make faculty frustrated and de-motivated to participate in the instructional design process |

Figure 7. Activity System Context for the RU and OPM Business Partnership




With respect to Activity Theory, the 'Faculty' is the subject with 'Teaching Practice' as an object with an Outcome to 'Improve Teaching Pedagogy' (Bradford et al., 2011). Teaching here includes everything as defined under 'Teaching Design' above. The influences on the instructional process include other roles (e.g., teaching and research) of the Faculty who are developing courses, marketing, admissions, recruiting, senior administrative and managerial staff, program leads, OPM managerial staff, IDF managerial staff, learning leads, and Instructional Designers. Fellow faculty are part of the RU community as are technical and administrative staff from RU. The community section also includes the students at RU. Students are part of the community in this model because the faculty provides educational experiences for them. Policies, contracts, goals, quotas, deadlines, milestones, reviews, and evaluations are the rules that influence the faculty approach to teaching design. Finally, ICTs (Information and

Communication Technologies), including an LMS (Learning Management System) (i.e., Canvas®), synchronous technologies (i.e., Zoom®) and other technologies or software that are used are the main tools to support online teaching for faculty. All kinds of technologies like data management integrations and other support systems from RU, the OPM provider and the IDF are also part of the 'Tools' section, and also impact faculty approaches to teaching design. In this framework, pedagogical knowledge and development gained by faculty can be considered as a mediator to reach the outcomes by the actor (impact on teaching design by faculty).

On the following activity system context diagrams for each theme, arrow 1 shows that faculty are bound to the ID staff by a contract (Rules) between RU and the OPM which specifies that faculty receive stipends for developing online courses. The ID staff are bound by the same contract, as represented by arrow 3. Conflicts between faculty and "IDF + OPM" staff are represented by other uni- and bi-directional arrows.

The nodes on the Activity Theory mediational triangle represent relationships between sources of influence on the subject and the object and the outcome produced. Sometimes in these themes emerged, the relationships could be said to be in harmony ("equilibrium"), and other times, they are not, such as when roles are not clearly defined, rules are poor or missing, the community has an opposing view towards the subject and the activity to be produced (Engstrom, 1987). At times when the relationships are not in harmony, it can be said that the relationship is in tension and such tension might not be released until some correction is made (Engstrom, 1987). At times the tension could be one-directional, where perhaps the subject is not knowledgeable about rules, roles, the community's influence, or how to use mediating tools, or it could be that the tension comes from the other way when rules restrict action, roles are not designed to accommodate the situation, the community is expressing a course of action counter to what the subject believes

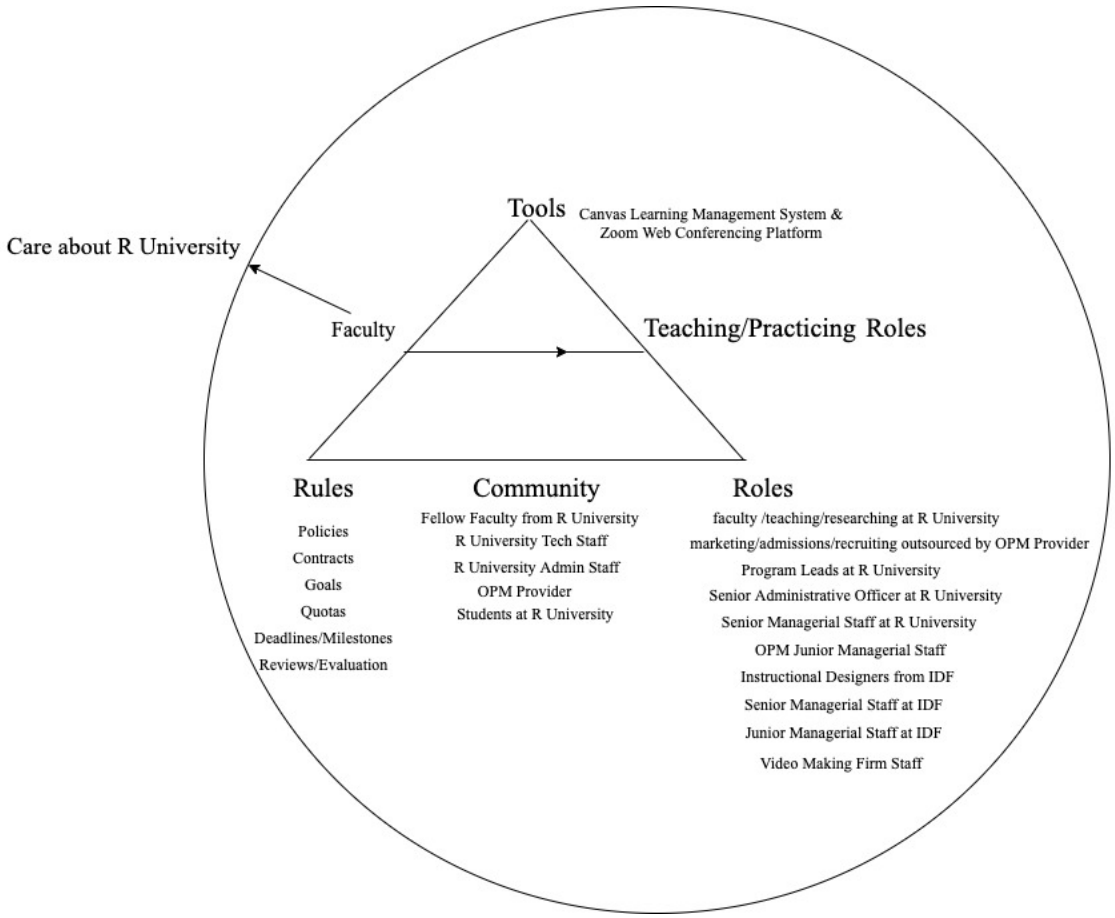
must be done, or there might not be an account set up in the system (Engstrom, 1987). Bi-directional tension occurs when the tension flows both ways if there is a situation of mutual conflict (Engstrom, 1987). All the themes described below do not apply to all faculty but some or most of the faculty.

**Theme 1: Faculty consider the online teaching initiative to be beneficial for their university and are motivated to participate**

Faculty were selected to design online courses that were part of their online programs, based on their background and expertise in teaching these courses. Faculty who were in permanent positions at RU and who had been working at RU for a very long time (Faculty A1, A4, A5, A6, A7, A9, A11, A12, A13, A14, A15) considered this opportunity to teach online as beneficial to their university as a way to generate additional revenue. They considered it necessary and important to meet student demands, and to be competitive in the growing online market.

As shown in Figure 8, the faculty (the subjects) care about teaching online (the object) as they consider it to be beneficial for their school (the motivation, as represented by the dotted circle line). In this figure, everything is in equilibrium in this activity system. There is motivation by faculty to participate in this process and that is to benefit their school to improve their student enrollment, be competitive in the marketplace, and also implement new technical innovations through online learning.

Figure 8. Activity System Context for Theme 1




For Faculty A7, it is meeting the future of academia:

> First of all, it's attractive for me because this is the, we're in the 21st century and this is the future of our students are going to be. … So I think this is the future of academia. [Faculty A7]

Some faculty want to increase their school's student enrollment.

> Yeah. There is definitely there is a demand [Faculty A9]
>
> One of the reasons was the high demand if this degree program is in an online format. … We had a lot of students coming saying, you know is there any way we participate in your training in an online format. [Faculty A12]

Some faculty want to help generate revenue for their schools.

> I think it is probably necessary because there is you know so much that … so much of higher education is heading in that direction. [Faculty A15]

Some faculty want to catch up with the market demands and compete with other universities.

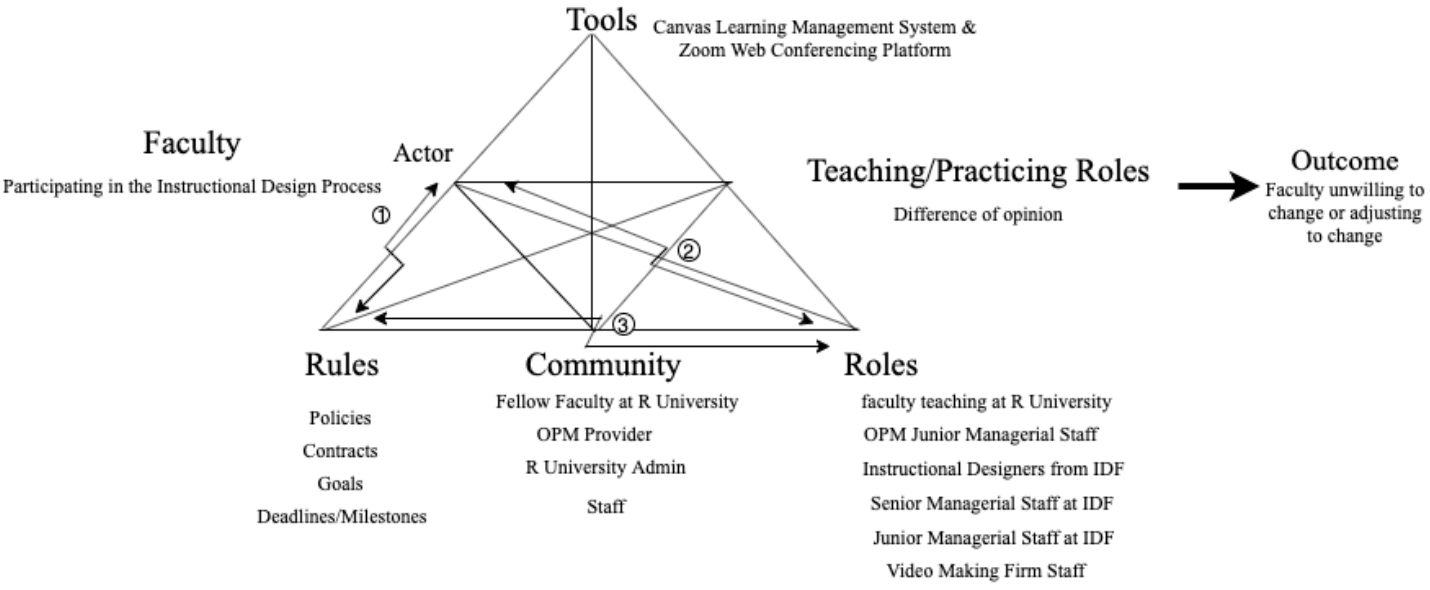
> It is adjusting ourselves to market changes and offering programs that students would like to consume today that people work remotely. [Faculty A4]
>
> I think what I am most excited about is because I think it could help RU. Working on bringing up enrollment. I think this is a really good opportunity for the university and help grow our enrollment. [Faculty A14]

This external thinking (enrollment, future, demand, revenue) for teaching for these online degree programs and helping their own university where they have been working for a long time and wanting the university to benefit is encouraging and motivating them to teach online. Quotes from all faculty for this theme are included in Appendix E – Theme 1, Table 1.

**Theme 2: Some faculty have a difference of opinion on the ideas and guidance on pedagogy provided from the instructional design and OPM staff**

Figure 9 shows the flow of tension between faculty and ID staff is bi-directional. The ID staff (OPM+IDF-->Roles) is unable to motivate some faculty (Actors) to use effective (Pearce & Husbands, 2012) pedagogy leading to mutual conflict, hence arrow 2 is bi-directional. Some faculty are unwilling to accept the suggestions from ID staff and hence do not change their pedagogy, but some faculty adjust to the change in pedagogy of their course design as suggested by the ID staff.

Figure 9. Activity System Context for Theme 2




For example, in designing for course 1 in the term 1 build, Faculty A9 was not impressed with the instructional design ideas and had a difference of opinion and disagreements with ID 2. Faculty A9 said:

> This is a graduate level course. It's not simple readings.

ID2 stated that Faculty A9's personality is rigid and A9 is not willing to change.

> Faculty A9 has a very conservative point of view when it comes to how (he or she) would teach and while (he or she) was open and listened to what we had to say about why we were presenting or suggesting that content be presented in a certain way ... I would be surprised if I saw that would change his or her teaching considerably. (ID2)

In designing for course 2, in the term 1 build, Faculty A6 faced a difference of opinion but adjusted to the suggestions provided by ID3. Faculty A6 mentions:

> So they want to make sure that if I say a reading, the reading has been provided properly. If there is something due, they want to make sure that instructions and everything are

> clear. Now again, as I said, I feel like that's a little bit for more undergraduate students, little bit more hand holding. But I still thought that it wasn't a bad idea. Be very clear about each week and how we progress in the course.

Faculty A6 also had a difference of opinion regarding rubrics and exam solutions. Faculty A6 added:

> I am not a big Rubrics person. But they wanted to have a Rubric for everything. That was created. They created it. I had some for my projects and assignments, so they used those. The other thing that is still pending and Faculty A3 and I do not like is that they want solutions for midterm and final exams and you know in a graduate class specially not all questions are multiple choice and there are subjective questions. I don't want to create solutions. But they are asking me too.

ID3 responded to working with Faculty A6:

> It's really how Faculty A6 understands that you know we weren't just doing this just to make work. There really were some sound pedagogies behind making some choices that we had to make in the class.

In designing course 5, Faculty A13 was not supportive of an idea of an assignment provided by the ID he or she was working with.

> First tangible example is IDFJM1 had talked about a quiz every week and to make sure before the students came into the live session they could pass a quiz on the readings and I pushed for having them answer discussion questions amongst themselves you know on this listserv model that we have and have the TA moderate the discussion. (Faculty A13)

Another example that Faculty A13 mentioned with regards to a difference of opinion in pedagogy is:

> The ID also pushed us to you know to develop what I would see as a detailed point system for all activities and so forth and you know that's not the way most of us teach graduate level education and sort of the view was that online students are not going to do readings and do work if you don't have points attached to each thing and so far I am finding that to be not very helpful.

IDFJM1 responded to working with Faculty A13:

> In some cases, Faculty A13 was open to trying new things. At other times, Faculty A13 wanted to stick with what (he or she) knew worked well from past experience.

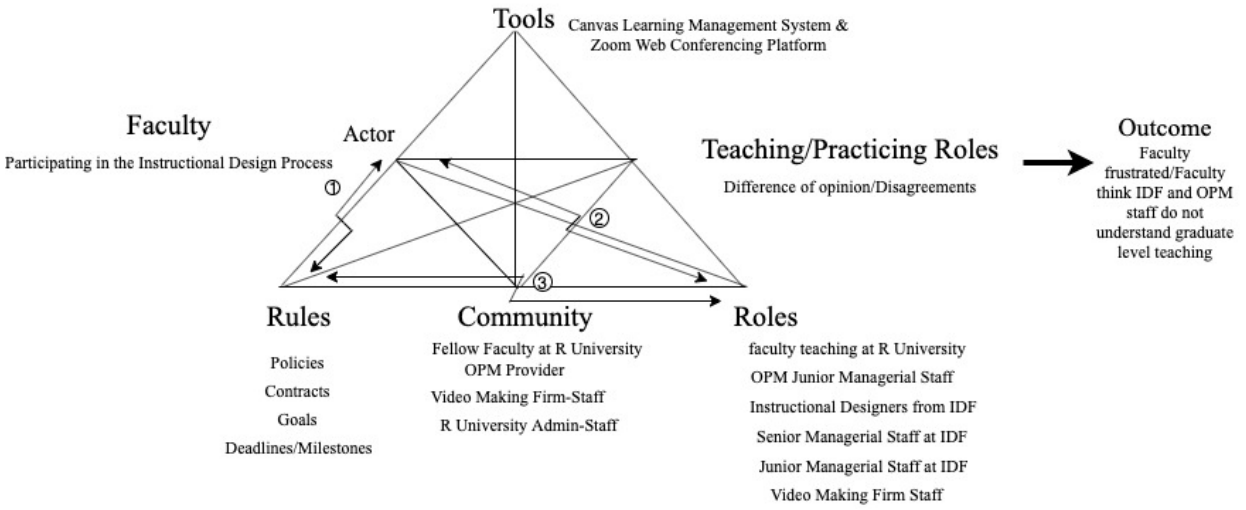
Further quotes on this theme for the rest of the courses can be found in Appendix E – Theme 2, Table 2.

**Theme 3: Ideas and suggestions provided to develop and use multimedia videos for their courses during the instructional design process made some faculty think that IDF and OPM people do not understand graduate level education**

Figure 10 shows that the flow of tension (arrow 2) is bi-directional as faculty face a conflict with the ID staff regarding designing and developing multimedia videos because they consider such videos to be for undergraduate students; the ID staff was unable to motivate faculty to make use of these videos for their courses. OPM had a contract with VMF for making interactive videos using real actors. There was a certain dollar amount budgeted into every course build. The vast majority of it goes to the IDF, and then a chunk of it goes to the VMF. The ID staff tried to motivate and push for implementing multimedia videos in courses to faculty but many faculty did not want to create videos because they did not see the value. They thought of these videos as too much like undergraduate level pedagogical elements and therefore not suited to graduate level education. In addition, there was a communication gap between the ID staff and faculty as

to how much time and effort to spend on creating multimedia. The OPM and IDF staff seemed to be pushy about creating videos given the binding contract with VDF.

Figure 10. Activity System Context for Theme 3




Early in the process, the OPM staff were not prepared and thus were unable to present clear information about the creation of multimedia. They lacked specific examples to show faculty. OPMSM1 said:

> Now when we ran into issues of faculty not wanting to use VDF, um, the sense that I got is that they were reacting because they didn't see the value and we didn't have enough examples to show them because we can't use what we're doing at other schools to show them. And we were such a new company. So part of the issue of faculty being reluctant to use videos was on our end, on our not being able to show a robust variety of videos and things that VDF could do for them.

Faculty A6 was underwhelmed by the samples of video presented by the IDF staff. The presentation samples provided to faculty were very basic which appears that Faculty mistook it as being too undergraduate level. Faculty A6 adds:

> For example, how do cellular phones work. You know I had slides but if that would have been video that would be helpful. Some of those were done, but at the end of the day what IDF was telling me and many others, I felt like they did not truly understand graduate school education and they were very much hung up on the undergraduate way of teaching.

One faculty mentioned that videos do not suit their teaching style and they do not really teach using videos in their residential classes. Another faculty mentioned that they were looking for some different pedagogical strategies and ideas for their course other than creating multimedia videos that seemed too undergraduate level. The faculty wanted students to actually do work and perform active learning instead of just presenting information of the content via videos. Faculty thought the material too complex to help students understand how to make decisions by watching videos. Faculty A1 assumed that students at the graduate level can get course content easily without multimedia and through all the instructional materials provided. Faculty A1 said:

> The multimedia stuff. Our students don't need that. They get it. We have good clear description of what they need to do. They have all the materials. They are graduate students and not undergraduate.

Faculty A5 felt that videos have their own place and was in conflict with the ID staff at the place in the course they were asking this faculty to use videos.

> So you know there is a place for videos. But we had a constant fight of struggling with saying, you know the point of [having] these videos for their own sake [is not] any more than to have PowerPoint [slides] for their own sake. (Faculty A5)

Faculty A10 had a decent experience with designing and developing for videos with the ID staff to represent a case study example in his or her subject area. But this faculty had a difference of

opinion regarding if these videos were really needed for introductory purposes for each module. Faculty A10 said:

> But if you ask me do you really need them…You don't…not really. Not the 30 seconds videos in the beginning…those introductory videos that they have...yeah…they wanted them and I kind of said...well you guys must know.

Faculty A12 considered these video-making ideas to be just flashy and not worth the effort.

> And one of the things that did come up with my discussions with ID3 is that there was an OPM, I don't want to say requirement but a push towards videos and multimedia... and basically my question was why? What's the real reasoning behind doing that and beyond being flashy and it was basically just being flashy. So that definitely came out in our discussions. (Faculty A12)

Although many faculty were not happy with the push to make multimedia, some, e.g., A4, A10, and A12, were excited to see the final videos.

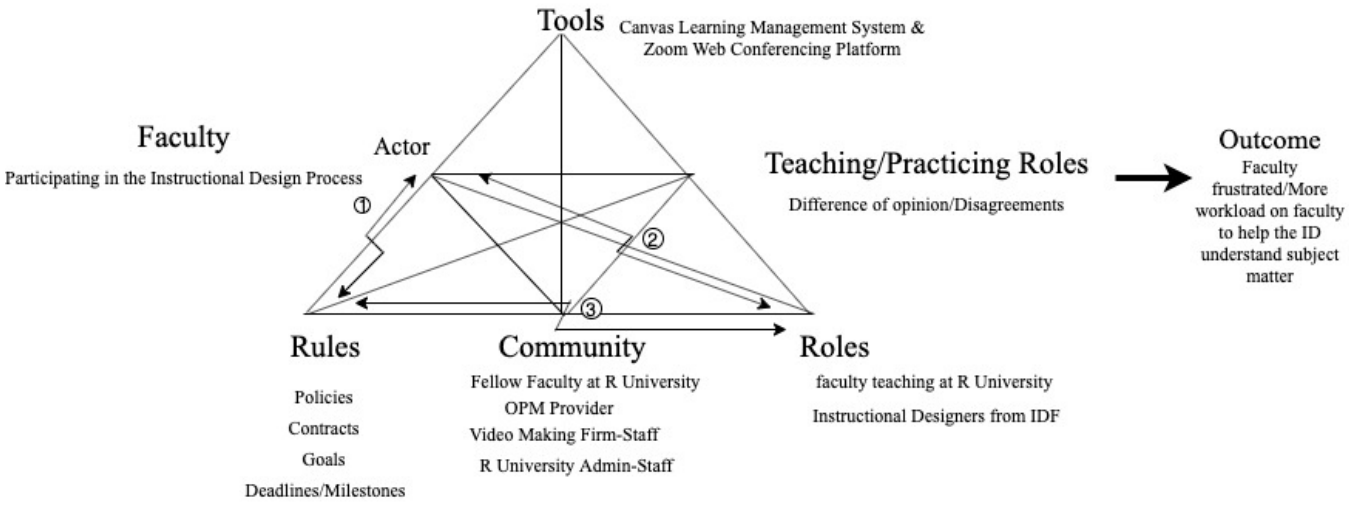
For further detailed quotes from all faculty for this theme see Appendix E – Theme 3, Table 3.

**Theme 4: Faculty consider instructional designers whose subject matter knowledge or background is in the same field to be more effective in course design and implementation**

Figure 11 represents flow of tension is bi-directional (arrow 2) as faculty prefer to have their ID with knowledge and expertise in their subject matter and the ID is unable to provide sound pedagogical suggestions to meet their faculty's expectations. Faculty felt that their ID staff did not understand graduate level education. Based on the suggestions and ideas provided, they believed that their IDs had only worked in undergraduate education. In addition, some faculty were frustrated because their IDs did not have the background and knowledge in their subject matter for which they were going to teach online. They preferred that their ID also had

knowledge in the subject they were teaching. They considered the lack of subject matter knowledge from their IDs' end to be more time-consuming to complete the course design and development process. The impact on the teaching (pedagogical knowledge and development) on the faculty is that they face a difference of opinion and frustration. The outcome (on the faculty as an actor) is that there is more workload on faculty as they have to work harder to help their instructional designer understand their subject matter.

Figure 11. Activity System Context for Theme 4




For Faculty A11, the instructional design process took longer because their ID did not have any knowledge about the content of the course. This faculty thought the ID's lack of background in the subject matter was the main problem for the late completion.

> You know, the ID had essentially zero understanding of the content of the course, you know, which I can appreciate. Because, it's course [ABC] so it's not, you know, you have to have some background in that in order to understand what the content is. Yes. If we talk about course ABC topics [X Y and Z], if you don't understand what that is, how are

you going to develop a course... they're not going to happen. And that was the main problem. (Faculty A11)

For Faculty A13 and Faculty A15, their matched ID knew his or her subject matter. Their ID studied the same major that these faculties were teaching. Faculty A13 thought that everything worked well with their ID because of the ID's knowledge of the subject matter and said that things did not work for some other faculty they knew due to the lack of those ID's subject matter knowledge.

> We had a designer that was very good who knew the subject matter and not just how to do instructional design. The ID was a major [A] student and knew about our major and overall [what] our experience was. You know, exceptional; and we really had a good experience. The ID listened to what we thought were the challenges, and gave us their own advice. But in talking with other faculty, they had, you know, different experiences. And I come away realizing that, you know, that most things are in the chemistry between the designer and faculty shared knowledge base. You know that really made a difference. (Faculty A13)

Faculty A14 was unhappy with some of the video work, considering it to be too elementary and for which they had to re-do it, andd had to re-do everything anyway because of the lack of content knowledge from the ID's end.

> Yah…You know what I think it has been fine. In the end the biggest challenge for me is that I actually think we almost had more support than we needed. And what I mean by that without the content knowledge of some of the things that they have created, I had to re-do anyway. And so…yah. You know one of the things I had to create for this class was a video, like a set of weird videos. And I am teaching this course and I really wanted

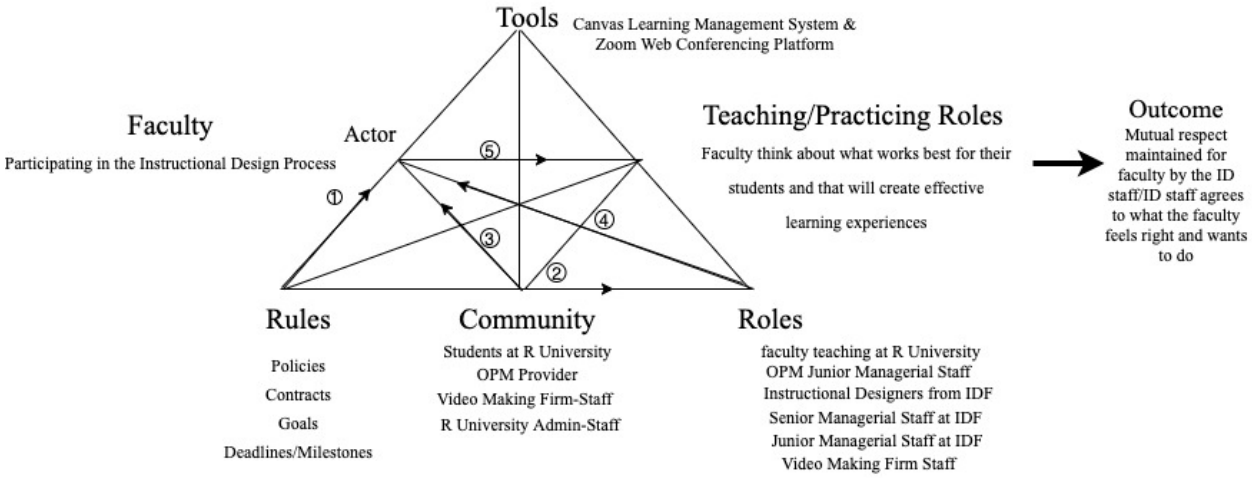
> videos that would talk about an actual course [area] that had been done here at the R University course area Center that utilize, primarily course [area methods]. And the first round of videos that the folks made were really not particularly strong. They were very elementary talking about you know… "I have to remember that [so and so] is words and [so and so] is numbers ..." and that's not appropriate, that is certainly not the way I teach my classes. You know where it is a [higher level course]. It is much deeper. So we ended up redoing the videos and I conducted a couple of interviews with a couple of people who were involved in umm the creating or conducting this [research method] here at R University. (Faculty A14)

Also, as shown for Theme 3, many faculty consider ideas provided by their instructional designers to be at the undergraduate level.

**Theme 5: Faculty clearly think about their students and take into consideration ideas only that benefit their students during the instructional design process**

Figure 12 represents flow of tension is one-directional (arrows 4 and 5) as faculty only consider ideas from the IDs that benefit their students through their course design. The ID staff from OPM and IDF influenced the faculty (arrow 4) to design their course in the best favor of their students. When the ID staff provided their design suggestions, faculty considered whether the suggestions would be effective for their students. Therefore, the students influence the faculty to make instructional design decisions (as represented in arrow 3). The impact on faculty pedagogical knowledge and development is from analyzing and implementing ideas that help their students achieve the most effective learning experience (arrow 5). The outcome is that ID staff maintain mutual respect and do only what faculty prefer to do for these students.

Figure 12. Activity System Context for Theme 5




For example, Faculty A1 did not consider suggested multimedia ideas but did consider the idea of having knowledge checks:

> I think we were thinking about what the students are more capable of doing. Sometimes, they say no it's fine. The multimedia stuff. Our students don't need that. They get it. We have good clear description of what they need to do. They have all the materials. They are graduate students and not undergraduate. That was a conflict of interest. Second was knowledge checks. At first I thought do they really need that. But then I realized it can help me structure the live sessions.

Faculty A13 did not like the idea of having a quiz every week but instead considered having a discussion:

> So there are a bunch of examples of that, and the way the designer presented it would be okay: "here is the way I would do it" and I would say "no I think given the way I am teaching and my experience I would do it this way." A tangible example is this ID had talked about a quiz every week and to make sure before the students came into the live session they could pass a quiz on the readings and [what] I pushed for them to do is

> answer discussion questions amongst themselves you know on this listserv model that we have and have the TA moderate the discussion. And that's a clear example of us going in that direction.

Faculty A14 did not consider the suggestion of gamification techniques from their ID:

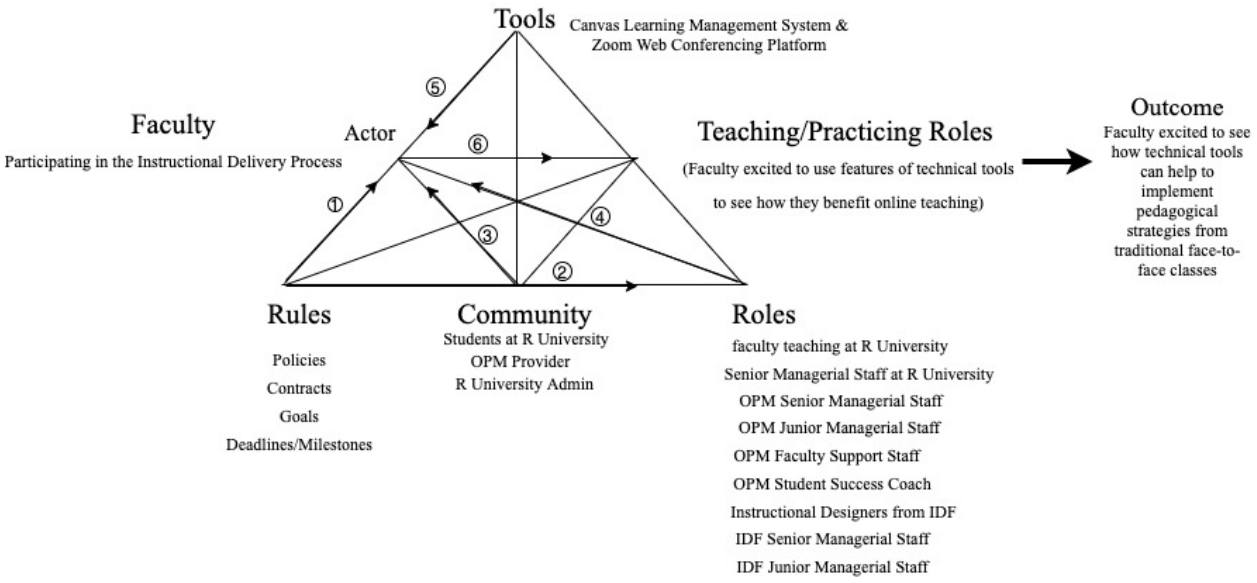
> You know and one of the things that I think this ID did not push, which I kind of appreciate it, but [what] this ID certainly made available were some of the aspects of gamification. Right, like how to make it like a game, and you know that's just I have personal preference where I don't think that's really appropriate for this [level]. I don't think that, you know, the students come because they are interested in learning the content and you shouldn't need it put it in the video game format. And I told this ID that pretty much straightforward upfront and this ID was pretty much okay with that.

For further detailed quotes from all faculty for this theme see Appendix E – Theme 5, Table 4.

**Theme 6: Technical tools fascinate faculty to teach online**

Figure 13 shows the flow of tension from the IDs from OPM and IDF to the faculty is one-directional (arrow 4) because faculty were excited to use technical tools and see how the pedagogical strategies from face-to-face class sessions can be explored online. The IDs influenced the faculty by providing suggestions on implementing pedagogical strategies that can be applied by using technologies. These involve how to perform live session/synchronous activities when teaching online using the technical tools provided, namely Zoom.

Figure 13. Activity System Context for Theme 6




When the ID staff provided their suggestions of pedagogy, many faculty thought about how the technical tool can help them replicate what they did in their traditional face-to-face classes in their live Zoom session. In fact, they were excited to see how they could use Zoom features such as the whiteboard and breakout rooms for those activities. Many faculty also liked how the modules feature in Canvas created a structure for the content of their course. Thus, the technical tools influenced the faculty (arrow 5). The students influence the faculty (actor) to think and imagine and hence plan for such activities (arrow 3). Faculty were motivated to apply their pedagogical knowledge and features of technical tools to benefit student learning through online teaching (arrow 6). The above-noted one-directional tensions in the activity system combined to enable faculty to see how technical tools could be applied and would help them implement pedagogical strategies from traditional face-to-face teaching.

Faculty A3 found Canvas LMS to be beneficial as it makes assignment submissions more effective. Technology provides evidence on when the assignment was submitted by the students.

Faculty A3 liked the grouping feature and was also excited about the whiteboard feature in Zoom, although they were concerned about how to use it.

> I really like, in general, I like in Canvas that submissions are clear and there is a day you know. You don't have to deal with lots of papers. You know people sometimes tell you that they have submitted but cannot find it as evidence as it is. That's probably going to be general for all electronic tools. But Zoom, I kind of like the grouping feature in it. I was excited about the whiteboard feature. But I haven't been able to use it as a real whiteboard. It's very hard. I even thought to try [a] tablet to try to write on it, but it's been a challenge to you know to write on my … that was one tool I was excited about…it's probably a user thing ..I probably need to get used to it…It has been really…(Faculty A3)

For Faculty A6, the modules feature in Canvas worked really well. This faculty now thinks having modules is a better way to teach. This faculty did not do this in his or her traditional classroom.

> I think the Modules. It is something that I don't do in my physical classes. Because I prefer to keep it simple by going into files and creating folders. So I create slides for week 1, week 2. But I think if I create modules for each session and provide all the materials in the modules that might be a better way to teach. But I don't do that in the physical class. (Faculty A6)

Faculty A11 was excited to see how the grouping feature worked in Zoom. They really wanted to see how the grouping ability done in the traditional format can be done online the same way.

> Well, frustrated? No I don't think so. I think I'm really excited to see how that um, uh, how does a group feature in Zoom going to work out? I told you about, you know, the lab

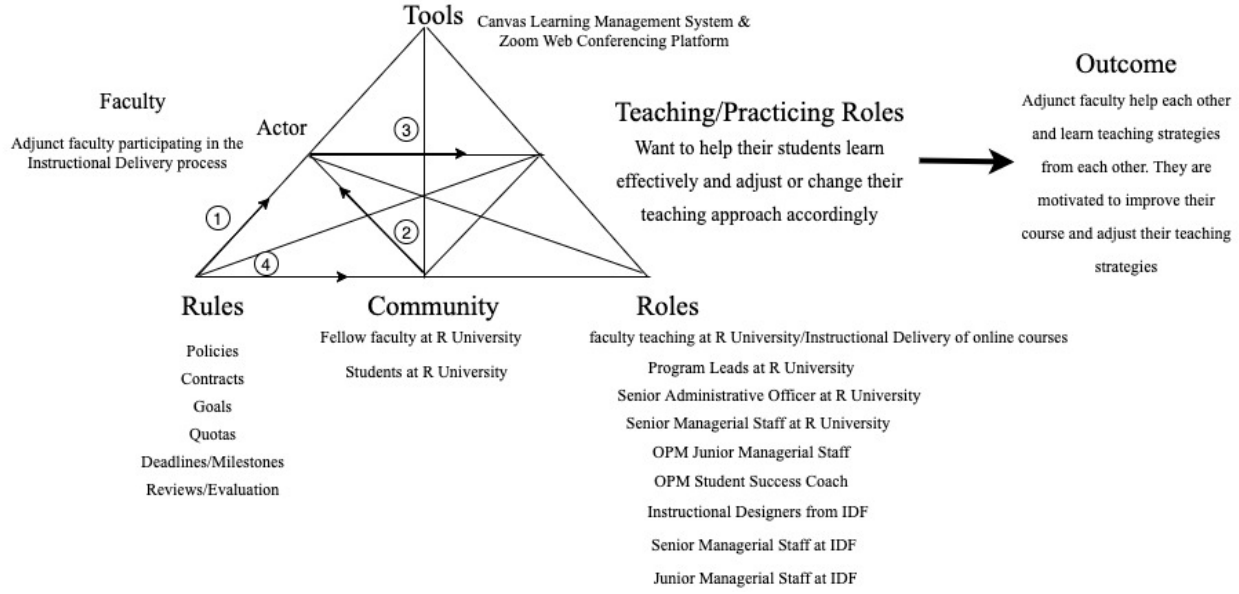
> portion. Right? And so the breakout room or breakout group or whatever they call it, Zoom. Um, so I'm quite curious about how, how well that is going to replicate what we can do on the ground. (Faculty A11)

For further detailed quotes from faculty for this theme see Appendix E – Theme 6, Table 5.

**Theme 7: Adjunct Faculty are motivated and interested in helping each other and improving their course**

Figure 14 represents the one-directional flow of tension (arrow 4) as adjunct faculty are motivated to help each other and adjust their teaching to help their students learn effectively. Adjunct faculty were only involved in online delivery of the course, not in the instructional design. Fellow faculty of RU influenced adjunct faculty by developing the courses and mentoring (arrow 2).

Figure 14. Activity System Context for Theme 7




Adjunct faculty cared about their students and want to help them learn effectively. The faculty helped each other to improve their teaching practices. They sought ways to try out new strategies

to engage their students. Adjunct faculty adjusted their teaching to improve student learning for students (arrow 3). The impact on their pedagogical knowledge and development is to adjust and change their approach to teaching based on their feedback from students and mentoring their fellow faculty. The outcome in this activity context is that adjunct faculty were able to improve their teaching practices because of the online context.

For example, Faculty A2 and Faculty A3 worked together and sat in on each other's practice sessions to see how they could improve and what they could do to engage their students effectively in their online courses. They also discussed and brainstormed ideas to help students get excited. Faculty A2 mentioned:

> So one of the things that we did is we did have a practice course, where we had some other [Degree Program] students sit in test courses. Have them sit in the courses and test students. I communicated with Faculty A3. We were the first two online instructors [for the degree program in which they were teaching]. In the practice session, Faculty A3 sat [in] on mine and I sat [in] on Faculty A3's to be able to say is there [was] anything we could do to improve things and improve engagement. And [going forward] we are going to talk about how do we improve engagement.

Faculty A3 mentioned:

> Oh yeah, I was very much in touch with Faculty A2 working on the other course called 'Course 1', one of the courses in this Program. Faculty A2 has been very helpful and we tried our best to you know to have a good start and understand the challenges we are facing and you know make sure that what we face is common and anything, in particular, we kind of like brainstorm ideas to improve the way to help students get excited about the content.

Faculty A15 is an adjunct faculty. This faculty worked with Faculty A13 to make it easier for their students when they are overwhelmed with the course load. Faculty A15 mentions:

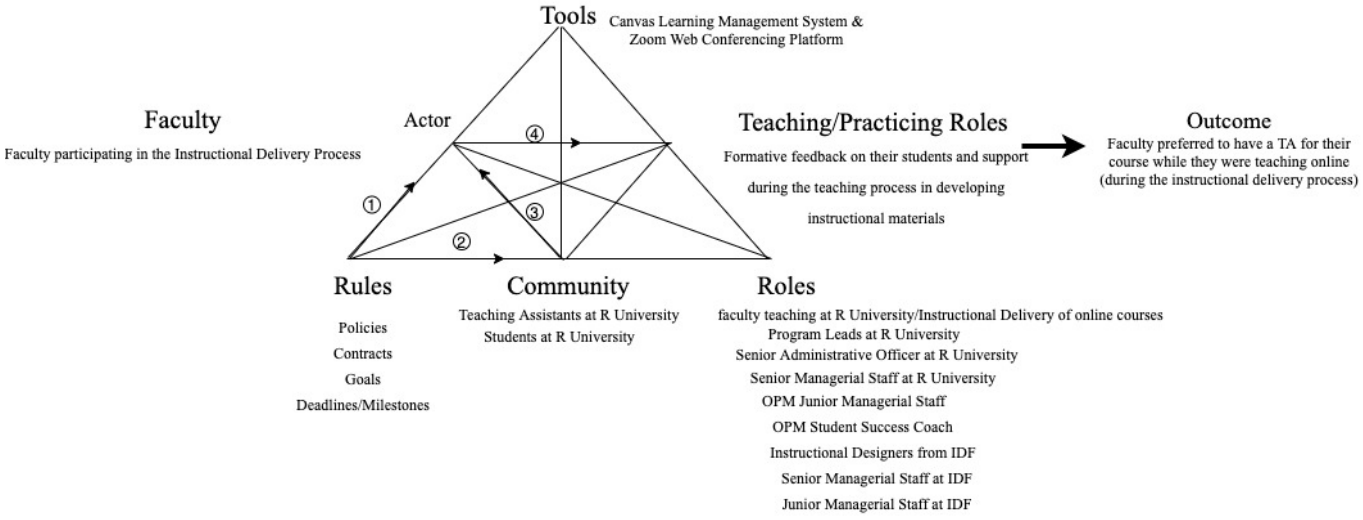
> I will tell you what we have talked about is that the reading load and the other assignments and everything that is required seems to be too much for students. So Faculty A13 and I have both talked about, okay, how can we make it easier because they are just overwhelmed. So we have talked about that. And so we are reducing the burden for students and it can get better for them.

For detailed quotes from all faculty for this theme see Appendix E – Theme 7, Table 6.

**Theme 8: Teaching Assistants (TAs) provide support to faculty in this online process**

Figure 15 represents the flow of tension is one-directional (arrow 3) since faculty received support from their TAs (part of the Community) in the online teaching process. Teaching Assistants proved to be helpful during the instructional delivery process. Students also get support from TAs. TAs helped faculty provide formative feedback on what kinds of problems students were facing in their courses and helped them adjust accordingly. They provided ongoing support in communicating with students and sometimes facilitating online discussions. TAs provided support to some faculty in their grading and multimedia video development. Faculty preferred to have a TA for their course while they were teaching (during the instructional delivery process). The impact on faculty pedagogical knowledge and development is that the formative feedback from students helps to adjust their teaching strategies (arrow 4). The outcome is that the TA support is beneficial for online course delivery.

Figure 15. Activity System Context for Theme 8




For Faculty A2, the TA helped in [the] course for the technical and topic related connection issues, and also helped to grade student work and give them feedback.

> This TA did help with some initial course [topic-related] connection issues. This TA tried to help by giving feedback in the Speed Grader [Canvas grading feature], but I didn't know how to read this TA's comments until several weeks into the sessions. This TA held several office hours for the students to help them with assignments.

For Faculty A13, the TA helped run important discussions and give students a space to have a different judgment about the course content other than just work with the professor.

> Yes the TA was very helpful. Very essential. The TA helped me in the delivery. So the course ... the two first courses were designed [to] so that the TA would have a pretty big role and the TA was for both of the courses [I taught] so that helped the students ... They did a lot of communication with the students outside our live sessions. They read the drafts .... they did all the grading. In my class I had a listserve that the students had to use to answer questions and the TA ran that. So it was a really important part of the process.

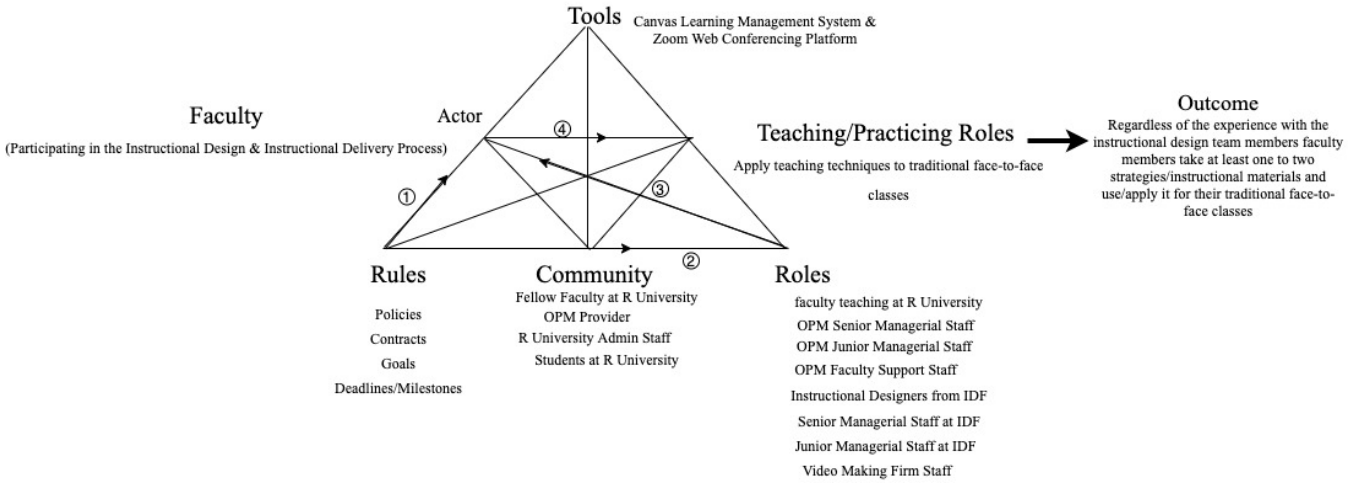
> What I would like them to do is answer discussion questions amongst themselves you know on this listserve model that we have and have the TA moderate the discussion. And that's a clear example of us going in that direction. There was stuff around you know I really designed so that the TA did a lot of things that enhanced what I was doing as a professor as opposed to the professor being involved in everything and part of that you know logic or experience is that the students need a space where they can just talk without the perceived judgment of the professor. So you know the design is they can meet with both of us and you know some do but there are times when it's just the TA and the students.

For detailed quotes from all faculty for this theme see Appendix E – Theme 8, Table 7.

**Theme 9: Regardless of the experience or impact on their pedagogical knowledge from the instructional design process, faculty were planning on applying teaching techniques learned or using instructional materials created for their traditional face-to-face classes**

Figure 16 shows that the flow of tension (arrow 4) is one-directional as faculty are planning on applying at least one (or more) of the teaching techniques learned or using at least one (or more) instructional materials created during this online course development for their traditional face-to-face classes. Each faculty at RU who participated in the ID process experienced a different kind of impact on their pedagogical knowledge and development, but regardless of this impact on pedagogy, faculty planned to apply some of what they learned and developed to their traditional face-to-face teaching (arrow 4). The instructional design staff influenced faculty with respect to the pedagogical strategies and instructional materials that faculty believed could be applied to their face-to-face course delivery (arrow 3). The outcome is that the pedagogical impact was positive on their teaching regardless of their experiences with the ID staff.

Figure 16. Activity System Context for Theme 9




Faculty A1 discovered learning objectives from this instructional design process. This faculty felt that they would think carefully about the content of their courses and why it is learning objectives are important to help determine activities at specific points of a course.

> Probably. It is helpful. But it is not easy. Try and think more carefully about, Why do I want that content at this point in the course? What is the purpose of it? How is it impacting? What are the learning objectives of the course? I will question such things when I do it. I think it was a good exercise. (Faculty A1)

Faculty A4 felt that polls and icebreakers could be used in their traditional classroom.

> But they showed me some tools to create polls and also, they came up with some icebreakers that students can use to know each other, so it's kind of you know this kind of thing can be helpful when teaching in class. But it's not dramatic. I wouldn't say I got any significant contribution. It was very minor. Taking from the online into traditional would be very minor not something significant. (Faculty A4)

Faculty A6 said that they would use segmenting course content for traditional teaching as well.

> I now feel that if there is a week where my PowerPoint is 45 slides, it probably makes sense to break it into 3 pieces. So just take a core idea and have a set of 13 slides. And make that set. Which is something they were insisting I do. And that is something that I like. And I think I might implement that in face-to-face teaching. So segmenting the contents is something I would do.

For Faculty A9, it was the knowledge checks.

> Yes, definitely. There were a couple things I really think are good in the sense that they are small knowledge checks.

For Faculty A12 it was the polls and higher-order cognitive thinking discussion questions.

> I will use polls, higher order discussion questions. More later on.

For detailed quotes from all faculty for this theme see Appendix E – Theme 9, Table 8.

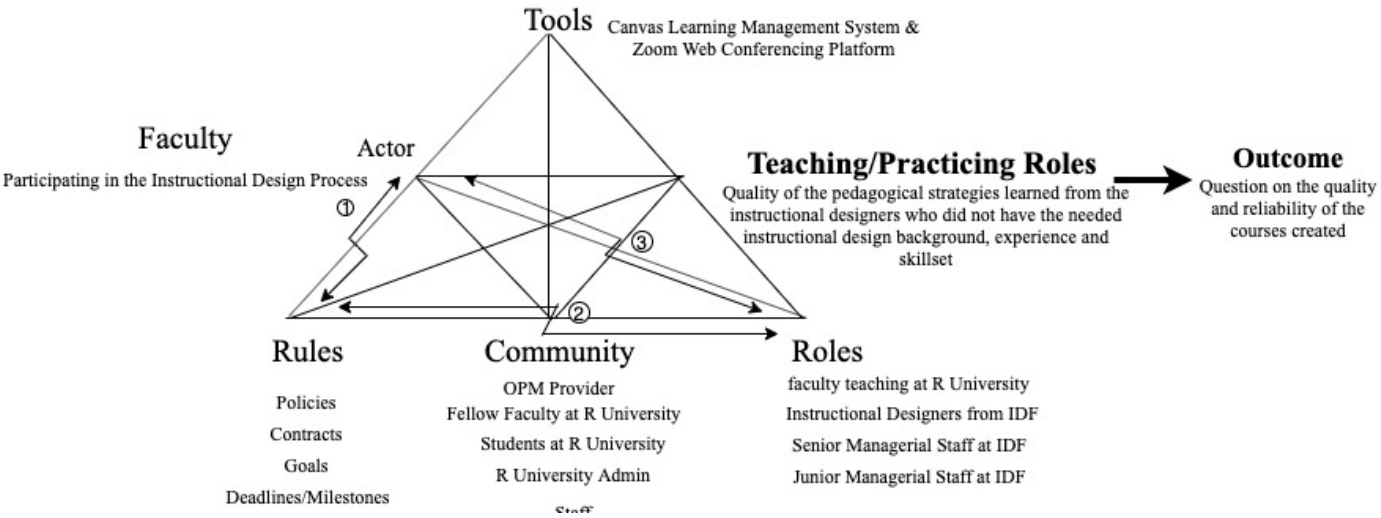
**Theme 10: Issues and concerns with the background and skillset of instructional designers from IDF and the IDF course quality assurance procedure created a question mark on the quality and reliability of the courses created and faculty professional development and pedagogical knowledge**

Figure 17 shows that the flows of tension is bi-directional when issues and concerns arise with the background and skill-set of the IDs and the course quality assurance procedures provided from the IDF side. Mutual conflict takes place between the faculty and the ID from IDF, hence arrow 3 is bidirectional. Three out of five IDs who participated in this research study had never worked directly with faculty in a higher education environment. Most of these IDs just joined IDF recently and were mainly on a contract basis with the firm. Moreover, there was a serious lack of consistency in the instructional design services provided by this firm. Some faculty complained that their IDs were disorganized, did not present them with creative pedagogical

strategies and that they mostly had to consult for ideas on pedagogy with their junior managerial staff from the IDF and OPM in the instructional design meetings. According to the senior managerial staff at RU, IDF did not provide instructional design services up to the level of quality required and also had several issues with the quality assurance of all the courses. Thus, this leads to questions about the quality of the entire instructional design process and the quality of the online courses created at RU. The lack of proper instructional design services from IDF also affects the quality and reliability of faculty pedagogical professional development that was possible via this business partnership. Thus, arrow 3 represents issues and concerns on the quality of the instructional design process due to the lack of expected background, skill-set, knowledge and experience of all the IDF IDs participating in this process; and issues and concerns with the quality assurance procedure of the online courses that went into production. Faculty also faced a difference of opinion on the suggestions provided by their respective IDs as presented in Theme 2. So arrow 3 is bi-directional. Both arrow 1 and arrow 2 are bi-directional because of the contract between the three firms. Lack of instructional design background, experience and skill-set questions the quality of the instructional design process from the IDF staff side. The outcome (on the faculty as an actor) is that there is a question mark on the quality and reliability of the online course designed and developed out of this ID process.

Note: The sixth instructional designer did not participate in this study. Some faculty worked with several IDs earlier who were replaced by several other IDs. The IDs who were first replaced by these new IDs did not participate in this study.

Figure 17. Activity System Context for Theme 10




IDFJM1 is a regular employee at IDF and not on a contract basis. This ID also has prior work experience directly working with faculty in a higher education environment. For IDFJM1, this was their very first experience in the OPM model.

> Me personally, this is my first experience working with an OPM. … I have a lot of experience working directly with faculty to develop courses for a university without working with an OPM. There are many similarities, but there are also differences. The main difference is that when you work with an OPM, there is an additional level of review. In addition to getting feedback from the SME, ID team, and university leaders, feedback and guidance is provided by the OPM. As an ID, you have two key customers: the university and the OPM. If the university and OPM have conflicting viewpoints or priorities, it can be challenging. Ultimately, we are all working toward a common goal: providing the best student learning experience possible. [IDFJM1]

ID1, ID2, and ID4 were on a part-time contract basis with IDF but did not have any prior experience working with faculty in higher education. They mainly worked in the corporate

environment before joining IDF. They also never worked in an OPM environment like this. ID3 had prior experience working in a higher educational environment and in an environment similar to the OPM-university model. But this ID also was with IDF on a contract basis.

According to M2, Senior Managerial Staff at RU, the IDF provided via the OPM was not efficient and did not meet the expectations of the faculty. IDF had several technical issues from the course development side and their teams were also distributed across varied geographical locations which added problems to the communication. IDs from this firm had a lack of creativity in instructional design ideas and suggestions. There were some serious issues with the quality assurance department of this firm. Their process management just did not fit with the OPM-university model where the IDF was outsourced separately.

> So ummm I think it's a variety of things and I want to say, you know, that IDF was working towards, you know, a shared goal with us. You know they were working towards refining their processes both, you know, objectively to make them cleaner and clearer, and more efficient and also subjectively of matching them better to R University expectations … so they were making some progress … the issue is I think is there were a lot of factors that you mentioned kind of came all at the same time. There were technical issues which were because the teams were distributed, there was a gap in response time … because the IDs themselves were often part-time and independent contractors they may have not felt as empowered to work as thought partners with our faculty … So the creativity level of the actual instructional design suffered. I do think as you have pointed out the background and the skills of some of the individual instructional designers was not necessarily the best fit for the content and the context here at R University. I think that the ummm…the approach that they took to the instructional design process to

> develop the process was just a little bit too distributed to really work when layered on top of the OPM contractor role and finally I think they had some regrettable deficiencies in the QA department. I just think they were not consistent or careful enough in their process of ensuring quality and accuracy in the product. And I think when you combine all of these factors it was just too much to deal with to think that we could solve all of those problems. And then they could have addressed some of them as when we were making progress for some of them but I don't know if we could have addressed or solved all of them. (M2)

Many faculty were also not completely satisfied with how their IDs worked with them or their skill-set. For Faculty A1, their ID who was ID1 only had good organizational skills but it was only IDFJM1 who actually provided pedagogical ideas and suggestions.

> So yeah. So ID1 is really good. The thing that is needed is you need IDFJM1 who could do all of that stuff plus this ID had … ID1 did not have ideas about how to, you know, okay, you want to do this thing in the class … what's the best way to do it. (Faculty A1)

Faculty A6 also mentioned that their ID, ID3, did not have good organizational skills:

> I think ID3 tried to do best. But at the same time one common thing I saw is that, for example, when this ID would connect via Zoom, this ID would connect to their desktop. His or her desktop would have at least 13-15 tables opened up. So clearly if I have sent this ID a document then this ID had put it somewhere else. Like one day I saw another R University program area document pop up in my course. So that should not be happening. They should take care. So then I had to point that out.

For Faculty A10, he or she did not like the idea that their first ID pressured this faculty not to care about his or her notes which this faculty completely relies on to teach this course:

> Well, motivation or pressure, I was pressured to not care about my in-class notes, which got to the point of making me sweat a little bit.

IDs from IDF had lack knowledge or proper training in pedagogy. According to the literature review, IDs are experts in the area of learning design and can play an important role in the design process to advocate an appropriate mix and sequence of student-centered activities in the online course being developed (Chittur, 2018). IDs need to have a strong knowledge of the science behind learning and why certain pedagogical strategies need to be implemented in course design. Based on the faculty interviews, the ID staff pushed a lot to implement various pedagogical strategies like multimedia videos, scaffolding, effective feedback, and so on. But it seemed like the IDs from IDF and the OPM junior managerial staff were not able to provide the logical reasoning behind why to use these pedagogical strategies because it appeared their knowledge or training in pedagogy was lacking. They were not able to provide logical or evidence-based reasons to faculty regarding why they should implement these pedagogical strategies. For example, one of the main pedagogical reasons to design and develop multimedia videos instead of just having text-based materials is the Universal Design for Learning (UDL) perspective (Ableser & Moore, 2018). But based on the faculty interviews and observation of Zoom video recordings of the meetings between the faculty and the ID staff, it seems like the sound pedagogical reasoning about this has not been provided to faculty. Because of the lack of proper explanation of logical reasoning behind why to use these pedagogical strategies, the instructional designers were not able to motivate faculty to implement these. So conflicts between faculty and the IDF staff ensued. Faculty A6, upon being asked whether their instructional designer provided reasons or proper explanation for why they were being asked to implement these strategies, said

that it was not explained. For example, the ID staff did not explain the sound cognitive reasoning of why effective feedback should be provided.

> Vaguely. They said that they have a software like RP now or something which monitors the people's screens. I don't understand why solutions have to be linked with the testing procedure. … But feedback isn't that the instructors job, isn't that my job to grade it and provide them with feedback? If they have a proper model they can compare and contrast. They were not very clear on that. (Faculty A6)

Based on Theme 3, many faculty were pushed to develop multimedia videos and considered them to be as an undergraduate way of teaching. But they were not provided the proper reasons for doing so. For example, Faculty A12 mentioned that they had the discussions for having multimedia videos for appearing flashy.

> And one of the things that did come up with my discussions with ID3 is that there was an OPM, I don't want to say requirement, but a push towards videos and multimedia and basically my question was why?. What's the real reasoning behind doing that and beyond being flashy and it was basically just being flashy. So that definitely came out in mid discussions.

Upon being asked if they gave a pedagogical or psychological reasoning behind using multimedia videos, Faculty A12 replied:

> No pedagogical reason behind it.

Upon being asked about the explanation behind the pedagogies Faculty A1 replied that they did give an explanation but based on what this faculty (see below), there is still no explanation or talk about Universal Design for Learning (UDL) piece which is the most important for cognition

in this perspective. One of the main reasons to have multimedia videos in terms of good pedagogy is for having multiple forms of representation so that it is accessible to everyone.

> No they did. OPM said that that's okay first of all … they gave ok you use YouTube videos … what if on the week of the module that YouTube video gets taken off YouTube so you are left with nothing. So the more material that is ours … you know that's developed for the course itself then you don't … you are not going to run into those problems. So I think that was one of the major reasons. Another major reason was that they could reuse some of the …say let's say ok lets say they get another client that does [topic] and they made a couple of videos about how to work in teams or whatever they could take those and offer those to the next client and say we don't charge you for this except you know we will charge a fee to have you license them from RU or whatever. So there was some way to make or re-use the material. That was the second reason. So there was some push that way. You know the other thing is … they have to make those decisions that I told them what I thought would be good ways that they could use multimedia for us and they were … they just didn't seem interested in what my idea was. So I modified the idea you know blah blah ... (Faculty A1)

Along with the IDs from IDF, the OPM junior managerial staff was also present in the ID meetings, and also played an important role in motivating faculty to implement effective pedagogical strategies. Along with the IDs, OPMJM1 and OPMJM2 also were not able to provide the logical cognitive reasoning behind using the pedagogical strategies that were suggested by them. (The skillset of the OPM junior managerial staff is also explained via Theme 13: Sub-theme 13-8.)

For detailed quotes from each of the IDs see Appendix E – Theme 10, Table 9a & 9c. For further examples of quotes from faculty see Appendix E – Theme 10, Table 9b.

**Theme 11: Lack of student enrollment from the OPM side led to frustrations among faculty and hampered their motivations to teach online**

Figure 18. Activity System Context for Theme 11

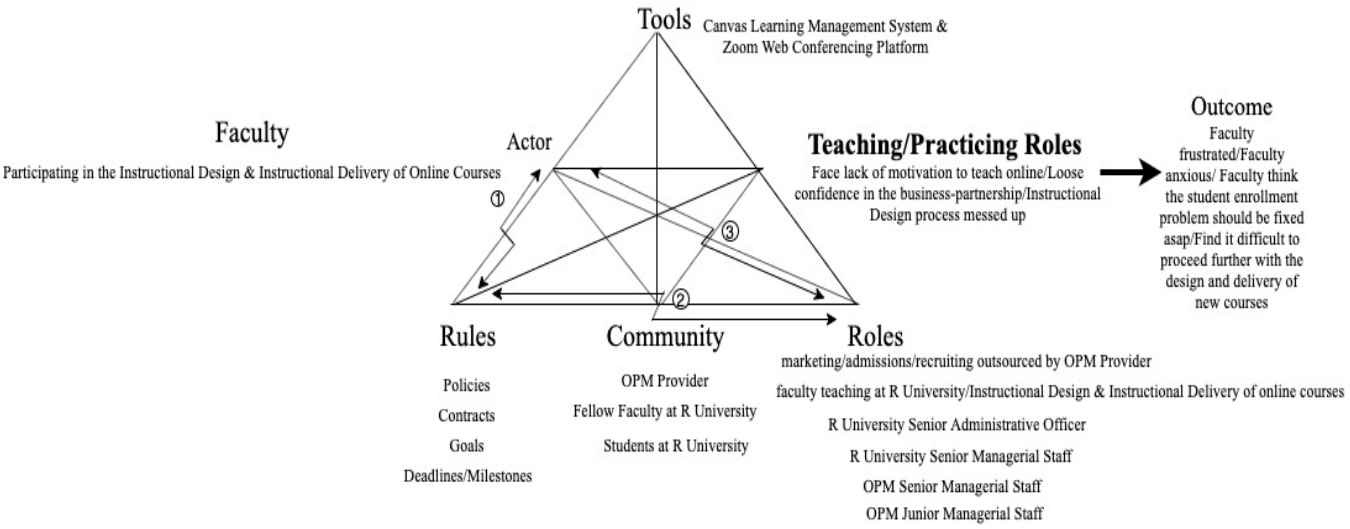



Figure 18 represents the bi-directional flow of tension caused by a lack of student enrollment. The OPM partnered with two marketing firms and stated that these firms would be able to recruit at least 15 students for each program each semester; but two programs had only half the enrollments in the first semester and even fewer in the second, and the other program had too few students to offer courses. This created frustrations among some faculty who lost their motivation to teach in the online programs.

For this activity system, mutual conflict takes place between the faculty (the actor) and the OPM Staff (OPM staff-->Roles), hence arrow 3 is bidirectional. One of the online programs at R University was delayed to start because of lack of student enrollment. This led to anxiety and frustration among faculty of this program. One of the programs was started on time in the Fall

semester but was unable to get the expected numbers of new student enrollment in the Spring semester because of which faculty of this Program were asked to adjust their course structure for the new cohort with the group of students of the previous cohort. They were asked to design their courses in such a way that even the new students who just joined the new program and who did not take the prerequisites could take these courses. Faculty of this Program were very frustrated. The entire instructional design experience was messed up as they had to adjust their teaching for the upcoming semester. It ruined the entire instructional design experience. Faculty of these Programs started to lose confidence and faced a lack of motivation to teach online. Hence there is a mutual conflict for this activity system between the faculty and the OPM staff as shown in bi-directional arrow 3. The faculty (actor) here is in this activity system because of the contract (Rules) between R University and OPM as represented by arrow 1. The impact on the teaching (pedagogical knowledge and development) on the faculty (actor) is that they started to lose motivation to participate in this process. They started to lose their trust and confidence in this partnership. The outcome (on the faculty as an actor) is that faculty were frustrated and anxious. Faculty thought the student enrollment problem should be fixed as soon as possible and found it difficult to proceed further with the design and delivery of new courses.

Faculty A10's program was delayed by one semester. This was frustrating because they were pushed to meet the deadlines to finish developing their course by the upper level management.

> OPMSM1 will tell me about the deadlines because they send a weekly update. Okay. So you're here, you see the update and then you would also get emails from M1, the Provost to say, you know, we're trying ABC and D and see what's going to work. So I think it was like if you think about it, it was at the university level, M1, it was uh, the program level, M2 and it was the OPM group. So, you know, look, I'm not going to say it's not

> discouraging because you worked your butt off to make a wonderful class and you're, you're, you know, you're, I'll speak for myself. You're kind of nervous, right? Yeah. It's going to do it. … but then you sit back after like three days and you say, well why the hell did I work so hard? (Faculty A10)

Faculty A13 who participates to teach in another program was frustrated because the OPM recruitment staff were unable to get the expected number of new student enrollments in semester 2 for their program and because faculty were asked to adjust their course structure for the new cohort with the group of students of the previous cohort.

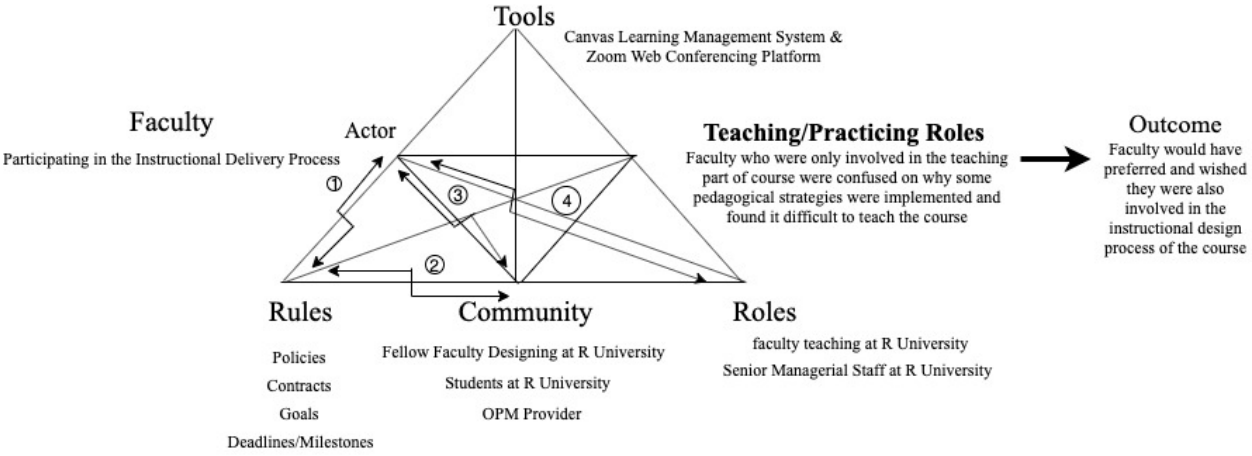
> I am actually designing a second course in [semester 3] well…I was gonna teach in [semester 2] …but it does not look like enough students for our new cohort to take our first few classes. I think they are going to have 3 or 4 and they are going to put them with the first cohort in the second wave of class. So that's a change. They haven't done good enough marketing and recruiting to have a second cohort start in [semester 2]. Yeah, so the plan for each of the online programs is that they would have a minimum of 15 new students starting [each semester … one [program] has I think 8 or 9 students in [semester 1]. The other [program] did not have enough so they didn't get started. Now in [semester 2] the last I heard was at least for our program … probably gonna have 4 and so instead of running them you know as a complete group going through the courses they are going to add them to the courses that the first cohort of 8 are taking. Yeah it throws the whole thing. The company's role is to you know do the instructional design on a schedule and then do marketing and recruiting so there is at least 15 students every semester. And you know they haven't been able to succeed in that. (Faculty A13)

For detailed quotes from all faculty for this theme see Appendix E – Theme 11, Table 10.

**Theme 12: Faculty who did not participate in the instructional design process and who were only involved in teaching the online course faced difficulties and confusions in teaching online**

Figure 19 shows the bi-directional flow of tension is as a result of adjunct faculty who did not participate in the instructional design process facing some difficulties and confusions in teaching the online courses. Mutual conflict occurred between the faculty and the senior managerial staff and fellow faculty, hence arrow 3 and arrow 4 are bi-directional. Course 1 and course 2 designed by Faculty A9 and Faculty A6, respectively, but were taught by Faculty A2 and Faculty A3, respectively. Both adjunct faculty at times did not understand why certain pedagogical strategies were implemented and found it difficult to teach their courses without mentoring. They would have preferred to be involved in the instructional design of their courses. Some adjunct faculty were chosen to teach because of regular faculty being on sabbatical leave. If RU did not hire adjuncts to teach then this could have delayed the start of the online programs.

Figure 19. Activity System Context for Theme 12



Faculty A1 claimed that they had to hire adjuncts because two of their faculty were on sabbatical leave for the Fall semester.

> Because they were both on sabbatical in [semester 1]. So then we had to hire. So we either could not start the program in [semester 1] or hire adjuncts. And that was you know, just one of those things, and we hired Faculty A2. (Faculty A1)

Faculty A6 mentions about the number of courses to be taught by each faculty and the limitations within the University but agrees that ideally they should have taught the course. Faculty A3 believed that their teaching would have been more effective if this adjunct was also in the design process.

Faculty A9 who designed the course that Faculty A2 taught agreed and wished this course was taught by themselves as Faculty A2 did not have the right training from the design side.

> I am not teaching next semester.... One thing I want to say I have wished I was teaching the course I developed this semester. Probably would have been a little bit better because Faculty A2 ummm ... was not participating in the instructional design process and did not have enough training on this and I told them I should have a meeting with Faculty A2 but they said you don't need it.

According to M1, size of the core faculty, sabbatical leaves, and other commitments for faculty towards the residential programs are to blame.

> Yes I mean we did everything we could to put in the contract that if they are designing they have to teach it at least for the first time. But the reality of sabbatical and other commitments for faculty means that we have to be faculty. So in most cases the faculty designing it are teaching it. But not in all cases. Like Faculty A6 is not going to be teaching. ... But there is such a small faculty that they cannot do both all the time.

M2 suggested that for the first few offerings of a course it is best if the faculty who designed it also teaches it, but when that is not possible, then both the faculty work in close consultation for course audits and revisions, but when that is not possible as well, then the faculty who teaches it studies the course carefully in advance and is in communication with the faculty who designed the course and the program leads. For detailed quotes from all faculty and staff for this theme see Appendix E – Theme 12, Table 11.

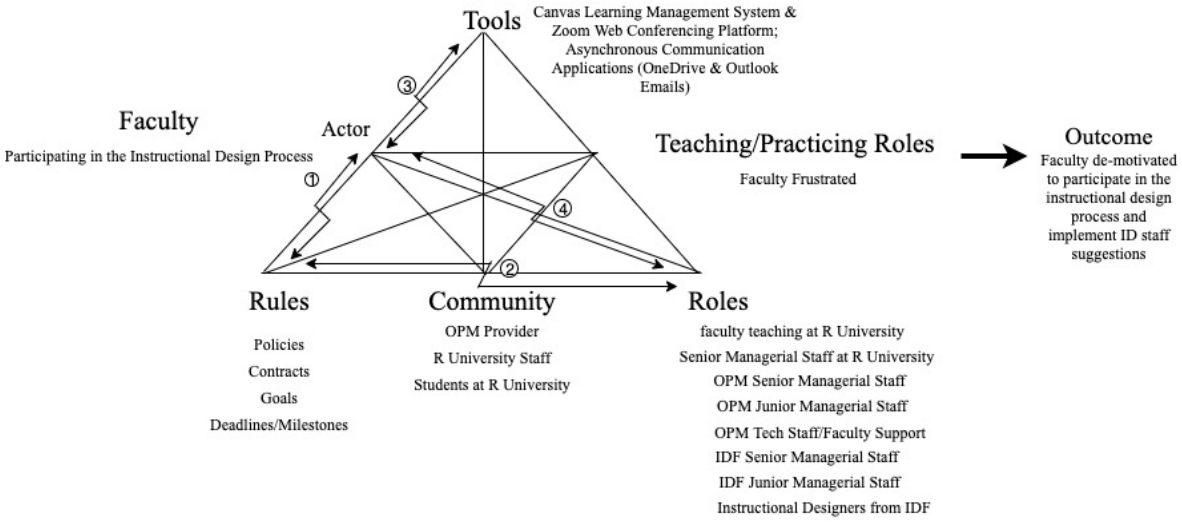
**Theme 13: Lack of proper process management between OPM, IDF and R University staff make some faculty frustrated and de-motivated to participate in the instructional design process**

Figure 20 shows a bi-directional flow of tension due to the lack of proper process management between the OPM, IDF and RU staff, which negatively impacted faculty motivations to participate in and trust the instructional design process. Three separate organizations came together in a business relationship to launch online programs at RU. Every start-up organization faces new problems, conflicts, and unknown dilemmas. In the same manner, this business relationship between RU, OPM and IDF also faced different new situations. One of the main problems was lack of proper communication between each level from upper level management to junior level staff to instructional designers and finally to faculty. There were assumptions made on what faculty knew in terms of pedagogy and technology, but no assessment or training on either was implemented. Certain program design decisions were made by some program leads without getting any sort of consultation from all faculty. They had to adjust to some of the design decisions even though their opinion was not considered. Faculty also felt there was a lack of proper training on technical tools. While some faculty participated in a “dry run”, all faculty

were also given just-in-time support at the beginning of live online sessions and for the first couple of sessions.

Staff transitions in OPM and IDF during this process created frustrations, including some while the ID process was going on, added workload on faculty. A fixed-ticketing system in place if faculty had to make any changes in their courses on Canvas. Some faculty found this fixed-ticketing system to be unnecessary and frustrating. Faculty and ID staff used asynchronous communication applications such as Outlook and OneDrive to communicate and transfer files. Repeated emails from different IDF and OPM staff with the same questions and technical errors about using of these applications caused frustrations among some faculty. Faculty felt they were being asked the same questions again and again by different people in the team via emails. Some OPM staff also lacked the skill set to oversee the instructional design process. These glitches in communication and planning led faculty to lose motivation from this instructional design process.

Figure 20. Activity System Context for Theme 13



Arrow 3 and Arrow 4 represent the mutual conflict. Arrow 4 represents the tension due to the lack of proper process management from the OPM, IDF and RU side leads to frustrations among faculty and they start to lose confidence in this business relationship and also feel a lack of motivation to participate in the ID process. They find the instructional design process messed up due to lack of proper organization and planning. Arrow 3 represents the tension due to the lack of proper technical training on technical tools as needed by faculty and frustrations due to asynchronous communication applications used for communication and transfer of files purposes. The impact on faculty pedagogical knowledge for this activity system is that they get frustrated due to this lack of proper organization. The outcome is that they lose motivation to participate and do not implement suggestions from the ID process.

This theme is divided into eight sub-themes. Each sub-theme played its role in the entire process management of this business relationship which directly or indirectly had an impact on faculty motivations to participate in the instructional design process, implement their pedagogical suggestions, and teach online. Table 7. Sub-Themes of Theme 13 includes the sub-themes and representative quotations. For specific activity systems contexts and further quotes from all faculty/staff see Appendix E, Theme 13 sub-themes.

Table 7. Sub-Themes of Theme 13

| **Theme** | **Representative Quotations** |
|---|---|
| 1. Lack of proper technical training/Faculty demand for just-in-time support and hands-on training on technical tools | Yeah I mean they did some basic training a while ago and they said they made a manual but I haven't seen a link to it that has a set of three different courses that we were supposed to go through but you know ... but I don't feel confident about it at all.; I even suggested this in the Fall that the instructors should do at least one or maybe two mock sessions just to use all those tools ... Do a breakout … you know screen-share…let's screen-share so that the other side could screen-share ... etc. (Faculty A1)<br><br>I need it for myself in that you know I moved to Zoom several months ago and have all the basics down, but I get in situations where I am thinking: I wonder I know you can probably do this but I wonder, you know, how; and so going through and trying to understand every feature that I have here and can use, I think would be very helpful. And not just tell me because you know a lot of times people just want to tell you but do some practicing of it, and maybe refreshing. (Faculty A13) |
| 2. Lack of clarification of all the people and their roles involved in the instructional design process from the OPM, IDF, and VMF created confusion and made the process appear disorganized | Clarification, Probably. It would not have hurt! (Faculty A1)<br><br>Yeah. So actually I worked with several people. I worked with a designer and ... I am not sure who is doing what. (Faculty A4)<br><br>I started to get the hang of it after a few weeks. But initially a lot of people are online and unclear. (Faculty A6)<br><br>Sometimes there will be few others, providing some suggestions. I am not very clear who [they] are. (Faculty A8) |

| Theme | Representative Quotations |
|---|---|
| 3. Lack of clear expectations regarding the amount of time needed from the faculty side to develop course materials during the instructional design process made it frustrating for faculty and they found the process to be very cumbersome | I spent 8 hours a week during the first 3 months of fall up until…and we started we started late May, so early June. And I was working just on that 8 hours … and that course we were teaching it on the ground. So it takes a lot of time. It takes a lot of time just a lot of time to build those modules get everything right everything synced up. (Faculty A1)<br><br>No the investment I put in was much beyond my expectations. (Faculty A4)<br><br>No not really. I don't think they had any idea how long it was going to take. (Faculty A5)<br><br>Then there will be some task that I will have to do which is tedious. I would say 10-12 hours a week went into doing those for me. (Faculty A6)<br><br>I feel like they could have done a much better job of explaining things and kind of what to expect then and that sort of thing. (Faculty A15)<br><br>My perception was that maybe for the first set of courses, the expectations were not set as clearly with the faculty. Or with the IDs. I don't think it was clear how many hours the faculty were expected to put in. (IDFJM1)<br><br>One thing I heard from Faculty A9 over and over is that the expectations they gave them for the amount of time they would spend working on this course were not accurate. This faculty complained to me and to others on the call many times that they were having to spend more than 20 hours a week building the course. (ID1) |
| 4. Fixed ticketing system to maintain the master course section created frustrations among some faculty | That is something that OPM and R University are still talking about. They are trying to find the right balance regarding what should they let the faculty member change. So they have been asking the faculty members to not make the changes themselves but to report it through a ticket. But they are still talking about that. Like what's the right amount…they are trying to work that out. (IDFJM1)<br><br>And what they do is the instructors cannot modify that material. So whatever you have in the beginning of the semester you are stuck with that. Basically you are stuck. It is a complex structure. For which none of us were really happy with that. (Faculty A1)<br><br>But the exam covered more than what Faculty A2 was able to cover during the semester. So now this faculty want to modify the exam then he or she had to go back to Faculty A9 and Faculty A9 had to ask Faculty A2 and all that kind of stuff. (Faculty A1)<br><br>Yeah. Even if it's like a minor, you know, typo I cannot change it. (Faculty A3) |

| Theme | Representative Quotations |
|---|---|
| 5. Faculty had to adjust to the program design and delivery decisions made by OPM<br>a. Teach at a specific time (5 pm to 7 pm)<br>b. Design their course for a shorter number of weeks (14 weeks instead of 15 or 16 weeks) | Number of weeks for online courses was decided early in the OPM/R University program planning process and that information was included in materials provided to faculty prior to the start of the instructional design process, and reiterated in course planning meetings with IDs. Two hours of live teaching was also decided very early in the process in order to comply with "seat time" requirements (Carnegie units). This requirement was also included in early planning materials and guidelines. Synchronous teaching time was dictated by R University guidelines for course offering times; this is the only design decision that was updated after the course build process had begun. OPM had originally identified a 4pm to 6pm window as the ideal class time … but after consultation with the Registrar, we updated the class time to conform to the R University guidelines. None of these decisions were made randomly, and none of these decisions were made by program leads. However, it seems true that the communication about (and understanding of) these decisions was inconsistent across programs. (M2)<br><br>I think [the 5 pm to 7 pm timing decision] was a group [decision] ... I mean we were talking about doing 6-8 and they said well you know if there are people on the east coast then that class would end at 10pm EST which may be a little late for people … so you know we said yeah that's fair. It was a negotiation between I think OPM and probably our administration. (Faculty A1)<br><br>Yeah … you know I had the entire course completely designed when they told me that somebody had decided that there was only going to be two hours of synchronous per week maximum. You know it would have been nice to know from day one. But not very much. (Faculty A5)<br><br>I wasn't frankly very happy about it. I did not like that it was only two hours long because I am used to a 3 hours class not 1 and not 2. I think if you are really going to be involved with the students you're going to have a lot of discussion. (Faculty A10)<br><br>One of the biggest issues is the time. I don't teach in the evenings, I would typically only be teaching in the mornings because I have young children and it's hard for me to do an evening class and my [spouse] also travels mostly for work and so I generally don't teach in the evenings and this has to be an evening course. That is a bit of a bummer. (Faculty A14) |

| Theme | Representative Quotations |
|---|---|
| 6. Staff transitions in R University, OPM and IDF created frustrations among some faculty and took up time during the ID process | What I think doesn't work well is … when key people change. So for instance OPMJM1 left you know and I never understood why this person left. May be this person was assigned to something else but left. My first ID, I know [was injured] and this person was the key person and this person left. And so every time people leave you know we have startup cost that we have to get to know somebody else to work with them. (Faculty A10)<br><br>I think yes. It's kind of a personal. … How is M2 compared to M2i and how our work you know was affected by that. We definitely have a preference of the two. We felt like we are more effective in one than the other. Same with OPMJM1 and OPMJM2 and these other transitions. Personally it definitely makes a difference. (Faculty A13)<br><br>Yeah I think the …I mean M2i was good. But M2 was better because this person is full-time into this. M2 was more responsive … I liked OPMJM1 but after this person stopped I wasn't sure who is in charge or who is doing what. I really could not figure out what is OPMJM2's role and what this person is doing. Towards the end I was not paying attention. (Faculty A6)<br><br>There was a shift in leadership for overseeing this program from one individual to another. And then there was a shift in my role, from one individual to me to where, there was just some cross. We were kind of ships sailing in the night with all of each other. And so when I got there, it was great to really slow that down for a second and really understand from the different lenses what we could do differently and it took a good month or so to get those pieces in place. (OPMJM2) |

| Theme | Representative Quotations |
|---|---|
| 7. Asynchronous communication applications such as OneDrive and Outlook emails created frustrations among some faculty during this process | Yeah, OneDrive is not very intuitive, and it's chaotic to use. We store all resources in the OneDrive shared folder created by one of the senior managerial staff at IDF or someone like that. … Anyway, so, um, and there's some links provided in 100's of emails we exchange with right links in the emails. and some links ... It doesn't work as if I click on the link and then log in, uh, using my credential and then I see it does not work. Yeah, it's not just me ... So I do constantly maintain something, uh, but not in the middle of the night, not in a matter of a couple hours ... How do I say that? Even impact our work. So at times I couldn't access the file that we're talking about. So I emailed back and forth. I'm sorry I cannot see it. Email me. And then stuff like that. OneDrive thing is really frustrating. (Faculty A8)<br><br>Everyone drops the document, their comment on it, send the link to others to take a look and that's how we work. We rely heavily on OneDrive and then so towards the end I'm just like okay, now we are on the, you know ... proofread or proof built module. And so ID1 sent me a Google Drive report so I've been using that. I was using something else ID1 preferred but I know like I prefer to use this Google docs report. So I've been using that to document changes but if I need to send documents, I don't do it through the OneDrive. I directly email to ID1 because I'm feeling frustrated ... But then [with] really large videos or anything like that is really large that the email doesn't allow you to do. … I would do via YouTube and then sending the link, but if I need to get the original video file in then I'll just ask or I'll use a Dropbox or something. (Faculty A8)<br><br>But I know it really ticked me off and uh, I've forgotten. But I would, uh, I'd be working, you know, and I'd get an email from somebody ... I never heard of before saying, "professor [name], like, today's Thursday, tomorrow I need a, b, c, d, e, f, g from you" ... you don't really do that either. Send it back. I said, who the hell are you? Really? Who are you? Oh, I'm whoever from IDF. And I said, number one, you don't tell people … what's supposed to be that way. [They] introduce [themselves], but you know, say I'm missing this from OPM, but now I need this from you. And I'd say that's not the way things work. (Faculty A10)<br><br>One common thing I saw is that for example, when my ID would connect via Zoom, [they] would connect via the desktop. The desktop would have at least 13-15 tables opened up. So clearly if I have sent this ID a document this ID had put it somewhere else. Like one day I saw another program area course document pop up in my course. So that should not be happening. They should take care. So then I had to point that out. (Faculty A6)<br><br>No you get from multiple people, multiple times. So it is frustrating. And then not everybody checks everything and so they repeat those questions even though they have been addressed by me earlier. (Faculty A6) |

| | |
|---|---|
| 8. Glitches in the communication and planning of OPM staff, especially for the first set of course designs | You know OPMJM1 was not my favorite. This person was nice and everything. I think this person was just too structured and narrow … The way IDFJM1 did things was much more to my liking. OPMJM2 is also … the kind of instructional design sort of liaison that they want. Because OPMJM2 is lot like how OPMJM1 was specific, strict. OPMJM1 just kept pushing the multimedia. I am not sure if this person did any of the other stuff. I don't think this person liked the job with R University. I don't think that was in this person's sweet spot. And this person moved to another campus. (Faculty A1)<br><br>OPMJM1 seemed to have more ... you know perspectives on things as opposed to you know real solid theory and evidence for the things that IDFJM1 did. … Again I had a good ID who was knowledgeable about my topic so I learned a lot from IDFJM1. (Faculty A13)<br><br>I would give you an example in my opinion we don't need meeting with OPMSM1 every week to tell us where we are [if] at the end of the semester we have no students. You know it just does not help things. It's just a waste of time. (Faculty A10)<br><br>It's these types of … you know there are meetings scheduled and we don't know who is supposed to be there or if it's a real meeting or just on the books and no one is there. That happened quite a bit in the beginning but I would say it has definitely been reduced considerably … as we have gone forward. (Faculty A12)<br><br>Yes we worked with really OPM and IDF and I think OPM worked with R University. So our first meeting with the R University faculty. Now you have to remember I was in the first wave and we learned a lot in the first wave. So we had a large meeting with all the stakeholders and that could be anyone from program directors to actually the faculty that we were working with. And that meeting didn't particularly go well and the faculty didn't really get their questions answered. They really wanted the biggest thing that I saw there is they really want to know what is media what is multimedia what does that mean. What does it look like how can we use it. And we really weren't prepared to show some of those questions because it's not easy just to bring up media if you're not you're not ready for it. (ID3)<br><br>It seems to me that the relationship is complicated between OPM and IDF and where previously I have worked for let's say an OPM company. It was just a much easier process. And I don't know. I don't know how to….. I am not going to point fingers because I don't know where they belong but I will say that when we first started there were no policies and procedures in place. There wasn't…… This is your blueprint template. This is a storyboard template. This is our way of doing things for lack of a better word. (ID3)<br><br>And someone said that we look like a startup company. You know all the confusions when you're a startup company when you just trying to figure things out. There was no procedure. There was no 'Let's do it this way'. There was no timeline. There were no templates, no guidelines…this is who we are … there was none of that. It was very clumsy to begin with. (ID3) |

| Theme | Representative Quotations |
| --- | --- |
| | Well in the case of this particular OPM, it seems to add an extra layer of bureaucracy … they change their junior managerial staff frequently. So you'll be working with one … and then all of a sudden one week they're gone. And another one is slotted in and that might be fine, you know, if as long as you know, you're not having to adjust the point of view of the course or the design direction for the course also in the case of this OPM I don't know what it's like with others….they would be present in in the Zoom calls, but many times they were also doing something else. So they were not fully present. (ID2)<br><br>I mean I think this time it just to me coming in as an outsider late in the process but I just felt a lot of tension last term and I felt a lot of you know it almost seemed like conflict. There was a lot of conflict. There was a lot of kinds of back and forth. And that really hasn't happened this time it's been much smoother. (ID4)<br><br>I think we made some changes and now I think things are going better with the second batch of courses but I my perception was that may be for the first set of courses, the expectations were not set as clearly with the faculty or with the ID's. (IDFJM1)<br><br>It's, it's hard, honestly, it's just really hard to match people, you know, when they don't know each other and when you haven't, like for example, we hadn't met a lot of the faculty until the kickoff and the problem we run into is at the, at the kickoff meeting, what do you start building. You have to have the IDs assigned so they can start working together. And so there's that lack of your, you kind of, you're doing your best to assign the instructional designers with very little information. (OPMJM1)<br><br>Yes. Um, when I came on there was a lot of gaps due to just misinformation in the speed in which we were operating and um, even though people had common information at times they were working off different definitions of what those terms are or items meant. So there was just a lot of miscommunication, um, and a lot of area of improvement for being able to get on the same page … I'm also having a lack of processes and procedures that were more streamlined so that they could be effectively and efficiently, um, implemented. And then also some of the organizational pieces. (OPMJM2) |

## Conclusion

This chapter presents the results or themes that have resulted from this research study in relation to the impact on faculty pedagogical knowledge and development. Both the positive and negative impacts have been analyzed. These 13 themes are further discussed and interpreted in Chapter 5.

# CHAPTER 5: DISCUSSION, CONCLUSION, LIMITATIONS, IMPLICATIONS & RECOMMENDATIONS

## Introduction

In Chapter 5, I present the significant findings, conclusions, interpretations and recommendations for future study. In this study, my goal was to explore and understand faculty experiences during the online course instructional design process in partnership with an OPM provider, and how these experiences may have changed their pedagogical approach. Due to the scope, time, feasibility and nature of this study only the first year of this business partnership is the focus of this research study. The first year in this business partnership saw design, development and delivery of courses for term 1 and term 2 builds. There was a large variability on how the processes were conducted for each stage of each of the terms. Like any start-up there was a learning process: the first build faced many communication problems, and the second build saw a tremendous improvement in the entire process The R University faculty who agreed to enter into this process did so thinking it would benefit their school and help meet the increasing demands for online education from students. They were provided a significant stipend to develop each course and an additional stipend if they agreed to teach the course, they developed the first time it was offered. Faculty who participated were asked to plan a fixed amount of time (each week) for working with instructional designers, learning leads and junior level and senior level staff from OPM and an instructional design firm (IDF) to design, develop and be prepared to teach online. Each build (design phase) started at least 4-6 months prior to the semester the course was supposed to be taught.

**Background and Importance of This Study`**

Online instructors face new pedagogical issues surrounding student interactions, course design and delivery, multiple levels of communication, new assignment types, performance expectations, assessments, and evaluation techniques that necessitate adaptations in their teaching practices (Bonwell & Eison, 1991; Boling et al., 2012). Additionally, a persona change occurs when a faculty member transitions from face-to-face instruction to online classrooms (Phillips, 2008). Online course development contexts can therefore offer powerful opportunities for faculty development and pedagogy improvement.

No studies have shown how OPM-provided instructional designers work with faculty to design and develop online courses and whether these collaborations have an effect (positive or negative) on faculty motivation and attitudes regarding what it takes to teach effectively online. A gap also exists in the literature around how faculty interact with such IDs and what impact these interactions have on their teaching design and their pedagogical knowledge and development. This dissertation addresses the research question: How does a research university working with a business partnership to develop online degree programs impact faculty approaches to teaching design? The findings provide insights for college administrators, faculty, OPM provider managers, and instructional designers on building this relationship in ways that optimize faculty development of pedagogical and technological knowledge.

**Analysis for Each Faculty Regarding the Changes in Their Pedagogy**

The following discussion summarizes changes in pedagogical thinking that each individual faculty member who participated in the study and who taught and/or designed online courses experienced during the period of the study.

**Faculty A1** had always designed face-to-face classes that were very content-focused or teacher-centered. 'Content-focused' or 'teacher-centered' here means designing the course just based on all the course content to be completed. This faculty gained knowledge and expertise in the backwards design approach (meaning designing student learning outcomes then assignments and then teaching and learning activities), designing specific and measurable learning objectives, course blueprints, modular structure and organization, reading quizzes, reflections, multimedia videos, hands-on learning, study guides and knowledge checks (as per Theme 9). Faculty A1 had their own assumptions about what pedagogy fits into graduate level teaching (Theme 2 & Theme 3). Thus, they found certain ideas and strategies on multimedia video development to be less useful for graduate teaching than for undergraduate teaching (Theme 3).

**Faculty A2** stated that they are a continuous learner and love to teach so they were willing to learn new things as they started to teach online and improve as it goes. Faculty A2 taught the course designed by Faculty A9. Faculty A2 was not clear as to why certain pedagogical strategies were implemented and found it difficult to understand certain course content matters because of not being present in the instructional design process (Theme 12- Sub-Theme 2). Faculty A2 and Faculty A3 taught different courses but they shared feedback from students and pedagogical ideas among themselves and took steps to delay or change assessments in their courses to help those students perform and learn effectively (Theme 7). Faculty A2 is planning to use the Polling feature of Zoom for their traditional face-to-face courses (Theme 9).

**Faculty A3**, who did not have a lot of teaching experience, was very excited to teach online. Faculty A6 designed the course that Faculty A3 taught. Faculty A3 brainstormed pedagogical ideas with Faculty A2 (Theme 7).

**Faculty A4** prefers to teach the traditional (face-to-face way). Faculty A4 will not take anything from online to traditional. They believe that the traditional format has its own advantages and it needs to be kept as is. Faculty A4 was not very impressed by online course design. Nothing from the instructional design process is very dramatic or very influential to change or influence their teaching.

**Faculty A5** has a long-term experience teaching traditional face-to-face classes but has also taught online before. They have a fixed mindset and attitude towards teaching in any modality. They have their own set of assumptions for how to best teach, and seemed unwilling to change (Theme 2). Faculty A5 found pedagogical ideas and strategies provided by the ID staff to be targeted to undergraduate level courses (Theme 3). They had their own assumptions about what pedagogy fits into graduate level teaching (Theme 2 & Theme 3). According to Faculty A5, the result of the ID process was that there was no positive impact (or possibly a negative impact) on their pedagogy.

**Faculty A6** was able to adjust to the entire ID process.

Faculty A6 found certain ideas and strategies on multimedia video development to be at the undergraduate level (Theme 3). Faculty A6 gained knowledge about modular structure and segmentation, scaffolding, discussion prompts, rubrics, and multimedia videos and lecture videos from the ID process (Theme 9). Faculty A6 believes there was not much impact on their teaching but does plan to use some of the strategies learned into the traditional teaching format like

modular structure, segmentations, PowerPoint slides segmentation and discussion prompts (Theme 9).

**Faculty A7** had experience working as the head of the center of excellence in teaching and learning and liked that aspect of being a teacher. They gained knowledge about course blueprints, storyboarding, specific and measurable learning objectives, how to write student learning objectives, discussion activities, the flipped classroom model and planning for live session activities (Theme 9).

**Faculty A8** had taught online before and knew a lot about online pedagogy because they had trained in Quality Matters, a nationally recognized, faculty-driven peer-review process used to ensure the quality of online and blended course design (Quality Matters, 2018). Faculty A8 was excited to use the pedagogical features of Zoom.

**Faculty A9** gained some awareness of new pedagogy but not a significant amount. While they were open to suggestions, it was hard for them to accept change. They plan to use strategies related to Assessment Design and regular knowledge checks in the traditional teaching course model (Theme 9).

**Faculty A10** had a preference to teach via their 'Notes.' There were many pedagogical ideas from the ID staff which Faculty A10 thought improved their teaching and they will use these for the traditional face-to-face teaching (Theme 9). Faculty A10 also mentioned that if a good teacher really listens carefully to their IDs and leaves their pride aside, then they can transition from being a good teacher to a better teacher.

**Faculty A11** also had a preference to teach via his/her 'Notes.' Faculty A11 saw that initially the course was being digitized from the face-to-face version without any new pedagogical strategies. However, many new pedagogical ideas and suggestions were provided to Faculty A11 but they were not impressed. As such, Faculty A11 wanted to follow their own way and was unwilling to change (Theme 2). Faculty A11 said that they might use one of the multimedia videos created for the online course in the face-to-face version of the course (Theme 9).

**Faculty A12** learned some new pedagogical ideas like polls, discussion questions, modular structure, and segmentation, which they plan to use for traditional face-to-face teaching as well (Theme 9). Faculty A12 thought the idea of multimedia videos was not appropriate for graduate level courses (Theme 3). Nevertheless, Faculty A12 did get involved in designing and developing some videos but complained that suggestions for multimedia videos by VMF did not address critical thinking skills, which were required for the course they were designing (Theme 3).

**Faculty A13** was already teaching a certificate program in their area in an online format. So they already had a lot of expectations and clear intentions to get into this process (Theme 1). They thought that some of the pedagogical ideas and suggestions (or example gamification) provided by their ID were designed for undergraduate level courses (Theme 3 & Theme 10). There were several instructional materials created during the online course ID process, which Faculty A13 plans to use for the face-to-face version of the course (Theme 9). They believe that the difference between the quality of online and face-to-face courses is that more time and effort is spent for the online courses. If the same time, effort and procedures were

applied to face-to-face course design, then they would be of equal quality compared to the online course designs.

**Faculty A14** had taught online before at another university. Only one of the pedagogical ideas provided to Faculty 14 from the ID staff was new, namely, to create a 'Page' in Canvas LMS that is only visible to the instructor (and not to the students), where the instructor keeps track of what is to be taught during the Zoom synchronous session. This 'Page' in Canvas also helps this instructor to keep records about their teaching, like for example, sort of an overview of the class period, like here is what we are trying to accomplish this week, don't forget to send reminders about this assignment or course topic, here are some good discussion questions if students don't generate enough questions on their own, make sure they really emphasize A, B, & C, don't forget to mention what is due next week, and scheduling (Theme 9). Faculty A14 thought that the multimedia video ideas and suggestions provided by the ID staff were at the undergraduate level (Theme 3). Thus, Faculty A14 had to re-do most of the script for a video they were making to bring it up to the graduate level.

**Faculty A15** has a lot of knowledge in pedagogy from their full-time job. Thus, the impact of this process on their pedagogical knowledge was very limited. Faculty A15 had a concern about the OPM's flipped classroom model because the instructional design did not require lectures to be prerecorded. This meant that students would come into the online live class unprepared meaning this faculty had to spend the first few minutes or the first quarter of the class to explain the course content material, which is not the flipped classroom approach. Faculty A15 said that they would use some of the strategies learned in the ID process for their traditional course

(Theme 9). They thought that the best part of teaching online was being able to work from home because it was very convenient.

## Interpretations

Analysis of all the interviews, meeting observations, and documents resulted in 13 major themes. Each theme had its own significance. Activity Theory based diagrams were used to complete the analysis.

### Theme 1: Faculty consider the online teaching initiative to be beneficial for their university and are motivated to participate

Most of the faculty who participated in the study (Faculty A1, A4, A5, A6, A7, A9, A11, A12, A13, A14, A15) considered this opportunity to teach online as beneficial to their university. They considered it necessary and important to meet student demands, a competitive market situation and a shortfall in tuition revenue. These faculty have been with the university for a long time and most of them are in permanent positions.

### Theme 2: Faculty have a difference of opinion on the ideas and guidance on pedagogy provided from the instructional design and OPM staff

Faculty faced differences of opinion about the ideas of instructional design and pedagogy from the instructional design staff. Faculty did not agree on most of the pedagogical ideas provided from the instructional designers. Most faculty were unwilling to change their teaching practices because they considered the suggestions provided by the IDs to be at the undergraduate level. As such, IDs were unable to motivate most faculty to implement any of their suggestions. In addition, for most faculty, it was their first attempt at developing online courses and working with an instructional designer. Instructional Designers worked with other staff members from

OPM, IDF and VMF. Further, there was a lot of disorganization with the three firms' communication style and time management.

Online education instructional design is predicated on providing very detailed course syllabi and structure. Being too detailed did not work for some faculty, especially those who had never planned a session in so much detail in their traditional courses. Yet, one of the Faculty (A14) found the format and structure to be a big insight in terms of how to present the content and information in a way that is much more coherent and easier to grasp. Overall, the impact of the ID process on faculty pedagogical knowledge and development was at a very low level, and as such it did not make a significant change in their teaching style. Faculty A13 and A15 credited their positive ID experience to the organizational and project management skills of their ID as well as the ID's subject matter knowledge. However, even these two faculties were not very impressed with the pedagogical ideas provided by their ID.

**Theme 3: Ideas and suggestions provided to develop and use multimedia videos for their courses during the instructional design process made some faculty think that IDF and OPM people do not understand graduate level education.**

OPM had a contract with VMF to make interactive videos using real actors. A certain dollar amount was allocated to every course build; the majority went to IDF, but a significant amount went to VDF. Many faculty had several conflicts and disagreements about having to create videos. They thought of these videos as appealing to undergraduate students rather than graduate students. There was a communication gap between OPM and IDF regarding how much time and effort to spend on creating multimedia videos. The OPM and IDF staff seemed to be pushy on creating videos because of the binding contract with VMF. In the beginning of the process the OPM staff were not prepared and were unable to present clear information about the purpose of

this multimedia piece in the instructional design. They lacked specific examples to show faculty. Faculty were not impressed with the idea of these videos yet were pushed to create them. One faculty mentioned that videos do not suit their teaching style. One faculty mentioned that they were looking for some different pedagogical strategies and ideas for their course other than creating multimedia videos. The faculty members wanted students to actually do work and perform active learning instead of just presenting information of the content via videos because they thought that their material is too complex to help students understand via videos. For such complex material students need to actually perform, apply, and analyze concepts instead of listening and watching videos or just view the material presented.

**Theme 4: Faculty consider instructional designers who have their subject matter knowledge or background to be beneficial in this process and implement effective course design**

Faculty A9, A11, and A14 were concerned with the content knowledge of the Instructional Designers they were working with. Their experiences seem to be frustrating and more time consuming because they thought that their ID did not have their subject matter expertise. IDs are matched to a faculty member based on their background and interests. These assumptions by faculty created tension in the minds of faculty about the instructional design process and they were frustrated that they had to spend more time because of the lack of their IDs' subject matter knowledge by their ID. This was not the case for a few faculty.

**Theme 5: Faculty have been thinking about their students and taking into consideration ideas only that benefit their students during the instructional design process**

Faculty carefully considered most of the suggestions provided by the ID staff and made decisions whether they really fit well with their course content and with their students. According to the faculty, only those ideas that were in the best interests of the students were considered. If faculty did not like an idea they said no to the ID staff and the ID staff respected faculty decisions because the faculty are the content matter experts and very experienced. They know what works well with their course and students, and what does not work well. They were not overwhelmed or intimidated by the ID staff who had expertise in the field of learning design.

**Theme 6: Technical tools fascinate faculty to teach online**

Faculty were excited about using technical tools like Zoom and saw how they can apply certain face-to-face pedagogical strategies like dividing students into groups and having them work in their own work spaces like breakout rooms in Zoom. Many faculty were also excited about the whiteboard feature of Zoom; they wanted to see how they would be able to use these features online, and apply the pedagogical strategies from face-to-face classes to online classrooms using the pedagogical features of Zoom.

**Theme 7: Adjunct Faculty are motivated and interested in helping each other and improving their course**

Adjunct faculty were very motivated and interested in helping each other during the online instructional delivery of their courses. When they found that the online materials were somewhat overwhelming for most of the students, they tried new ways to help their students. Even though they were teaching different courses, they discussed how they could take further steps. They adjusted their course schedule and assessments based on student feedback. Thus, Adjunct

Faculty shared their concerns and ideas, and learned new pedagogical strategies to implement for the betterment of their students and their courses.

**Theme 8: Teaching Assistants (TAs) provided support to faculty in this online process**

Faculty preferred to have a TA (Teaching Assistant) for their course while they were teaching online. TAs helped faculty provide formative feedback on what kinds of problems students were facing in their courses and helped them adjust accordingly. They provided ongoing support in communicating with their students and sometimes facilitating online discussions. TAs provided support to some faculty in terms of grading and multimedia video development, helped some faculty during the instructional delivery process, and formed a bridge between faculty and students so that faculty could get formative feedback on the students' status of learning at every stage in the course. They helped faculty adjust and make changes during the online teaching process as they proceeded in the semester. This also helped in reducing faculty workload.

**Theme 9: Regardless of the experience or impact on their pedagogical knowledge from the instructional design process in this business partnership, faculty are planning on applying at least one (or more) of the teaching techniques learned or using at least one (or more) of instructional materials created during this online course development for their traditional face-to-face classes**

After going through the instructional design process for online course development, all Faculty were planning on applying at least one (or more) of the teaching techniques learned or at least one (or more) of instructional materials created during the online course development for their traditional face-to-face classes. Knowledge Checks, Polls, Icebreakers, Planning and Organization, Course Content Segmentation, Interactive Videos and Higher Order Discussion

Questions are some of the strategies that different faculty plan on reusing for their traditional classrooms. Not all faculty agree that they had a positive experience with ID or that ID had a deep impact on their pedagogy, but they still plan on using something from the ID process from their online course in their traditional face-to-face courses.

**Theme 10: Issues and concerns with the background and skillset of instructional designers from IDF and the IDF course quality assurance procedures created a question mark on the quality and reliability of the courses created as well as faculty professional development and pedagogical knowledge**

Three out of five Instructional Designers provided by IDF for RU never worked directly with a faculty in a higher educational environment setting. Most of these IDs just joined recently with the IDF and were mainly on a contract basis with the firm. There was a serious lack of consistency in the instructional design services provided by this firm. Some faculty complained that their IDs were disorganized and did not present good pedagogical strategies and suggestions; and they mostly had to consult with their Junior Managerial Staff from the IDF in the instructional design meetings for ideas on pedagogy. However, the Junior Managerial Staff from IDF was overseeing all the IDs in this contract and could not be present to participate in all the meetings. According to the Senior Managerial Staff at RU, the IDF did not provide instructional design services up to the level of quality required, and RU had several issues with the Quality Assurance of all the courses. If something important needed to be changed it took 3 days for the IDF firm to process and implement those changes.

The IDF firm had the responsibility to ensure that the courses were error free when they were presented to students but that was not done properly. There were complaints from the faculty,

especially in term 1, that there were errors in assignments that were given to students and there was an error in the release of some information to students in advance of what was planned for an examination. Things were frustrating or difficult for faculty who were working within the course shells and sometimes they felt as if their hands were tied as far as their ability to get in and make some changes on their own. The beginning of the semester was marked by a late release of a lot of the content because it had not been properly QA'ed prior in time. There were technical issues and because the production teams of IDF were distributed (within the United States and in a foreign country) there was a gap in the response frame. The approach that IDF took to the instructional design process was just a little bit too distributed to really work when layered on top of the OPM contractor role; moreover, they had regrettable deficiencies in the QA department. This raises a question on the quality of the entire instructional design process and the quality of the online courses created at RU. It also raises a question on whether the quality of faculty professional development was successful or not. With all the concerns with the IDF it can be said that the faculty were not provided with instructional design ideas and suggestions up to the level of their expectations and needs.

**Theme 11: Lack of student enrollment from the OPM side led to frustrations among faculty and hampered their motivations to teach online**

Lack of student enrollment for one of the online programs at R University led to delay of the start of the program. OPM staff were expected to achieve the respective student enrollment at RU. This delayed start led to anxiety and frustrations among faculty of this program. The other two programs that were started on time in the Fall semester were unable to get the expected number of new student enrollments in the Spring semester because of which faculty were asked to adjust their course structure for the new cohort with the group of students of the previous

cohort. Faculty were very frustrated because of this as well. The entire instructional design experience was messed up as they had to adjust their teaching for the upcoming semester. Faculty started to lose confidence and faced a lack of motivation to teach online and be involved further in the design process. This shows that lack of student enrollment led to faculty developing a negative relationship with teaching online.

**Theme 12: Faculty who did not participate in the instructional design process and who were only involved in teaching the online course faced difficulties and confusions in teaching online**

Course 1 and Course 2 were taught by Faculty A2 and Faculty A3, respectively; and were designed by Faculty A9 and Faculty A6, respectively. Faculty teaching online were confused at times to understand why certain pedagogical strategies were implemented and found it difficult to teach the course online without having been involved in the instructional design process of the course they were teaching. They had to get in touch with the faculty who designed the course and consult them with regards to the difficulties and concerns students were facing. They preferred and wished to be involved in the instructional design section of their courses. Thus, this shows that design is an important piece of online course development. Faculty jumping straight into teaching without participating in the design process were overwhelmed and had to put in a lot of effort and did not have a smooth experience in teaching online.

**Theme 13: Lack of proper process management between OPM, IDF and R University staff frustrated faculty and de-motivated them to participate in the instructional design process**

This theme included 8 sub-themes.

1. **Lack of proper technical training/Faculty demand for just-in-time support and hands-on training on technical tools**

Faculty at RU had varied backgrounds, attitudes and experiences with technology like Zoom (the synchronous meeting platform that RU chose). Many Faculty who are not very technologically savvy and not accustomed to technology use at RU considered the training provided by OPM and RU on how to use Zoom technology was not enough. They demanded more training with a hands-on learning approach. They needed more practice on how to use Zoom. Even faculty who were easy going and comfortable with technology also demanded to brush up their skills in Zoom right before teaching online at least for the first two weeks of their courses. Thus, this online instructional delivery process created a sense of motivation among faculty to learn the educational technology tool (in this case, Zoom).

2. **Lack of clarification of all the people and their roles involved in the instructional design process from the OPM, IDF, and the video making firm side created confusions and made the process appear disorganized**

The instructional design process in this business partnership involved staff from OPM, IDF, VDF along with RU staff. They did not remember names clearly or what roles and responsibilities these people had when the researcher was interviewing them. Faculty suggested to have an organization chart and reminders to explain or describe each and everyone's roles and responsibilities. During the interviews the researcher found confusing answers from the Faculty side as they did not even know if their ID was working for IDF or OPM. This was applicable in both instructional design builds, term 1 and term 2. This lack of clarification led to confusion among faculty regarding whom to contact for their instructional design and teaching needs. There were some staff transitions during this process in the OPM and IDF staff. These role

transitions also created frustrations among some faculty who became concerned that the process would not end successfully.

3. **Lack of clear expectations regarding the amount of time needed from the faculty side to develop course materials during the instructional design process made it frustrating for faculty and they found the process to be very cumbersome**

Faculty complained that they had to spend a lot of time in designing and developing their online course materials during the instructional design process. There were a lot of conflicts with their daily and summer vacation activities, and other faculty position and research responsibilities. They complained that they were not informed about the correct amount of time required for developing their online course materials during this process.

4. **A fixed ticketing system to maintain the master course section created frustrations among some faculty**

The business partnership between RU and OPM followed a fixed ticketing system to make any changes in a course after the course build is complete (that is, after the instructional design process has been completed). The reason was to maintain a Master course template and track all the changes done by faculty. This helps to improve scalability and make it easier for future instructors to teach the same course with all the updated changes made by the faculty who taught the course previously. This ticketing system, even for minor changes, created frustrations among some faculty who found it tedious and who became impatient in some situations. Faculty found this system to be very strange and did not seem to understand why they had been asked to follow this procedure. Faculty A1, A2, A3, A5, A6, A9, A10, and A15 were those who found it tedious and frustrating. Some faculty (A4, A7, A8, A12, A13) got accustomed to this situation and did

not see this as an issue. In summary, the fixed ticketing system created frustrations for some faculty for the online instructional delivery process to go smoothly and comfortably.

5. **Faculty adjust to the program design and delivery decisions made by Program Leads a. Teach at a specific time (5 pm to 7 pm) b. Design their course for a shorter number of weeks (14 weeks instead of 15 or 16 weeks)**

Many program design and delivery decisions like reducing the number of weeks for an online course to 14 instead of the traditional 15 or 16 weeks and setting the synchronous online sessions time from 5pm to 7pm for all courses were not clarified until after many courses had been built. There were several communication errors at many stages of the instructional design process about this matter for which faculty teaching online had to adjust their design and delivery. Regardless of all the glitches during the process about this matter, all faculty adjusted their course design and delivery based on the above-noted decisions. This shows that faculty tend to adjust to the demands and orders of the university in order to ensure their course is completed successfully.

6. **Staff transitions in R University, OPM and IDF created frustrations among some faculty and took up time during the ID process**

RU had an important staff transition after getting into this business relationship with OPM. The Senior Managerial Staff member who was overseeing this process for the first 4 months was acting as the Director of Online Programs although this was not their expertise, but after 4 months RU hired a full-time director. A couple of staff transitions in IDF and OPM took place in the middle of the instructional design process. This had a negative impact on faculty as they had to spend time to bring new staff onboard and align them with the rest of the staff.

7. **Asynchronous communication applications such as OneDrive and Outlook Email created frustrations among some faculty during this process**

Some faculty were frustrated due to the technical problems faced when uploading files on OneDrive, a software platform used by RU. This led to the same questions being asked by different staff of the same or different organizations, which caused frustrations and more workload on some faculty.

8. **Glitches in the communication, planning and skillset of OPM Staff**

The OPM staff was unprepared before starting the instructional design process. The ID staff complained that they did not receive any instructions on timings and guidelines or details about faculty from OPM staff. Some faculty complained about the miscommunication from the OPM staff on attending some meetings and were asked to leave when attended. Some faculty also complained about the skill-set of OPMJM1. OPMJM1 was difficult to work with and did not provide sound logical reasoning and explanations on the pedagogical strategies provided which also led one of the faculty at RU to be aggressive during the instructional design process.

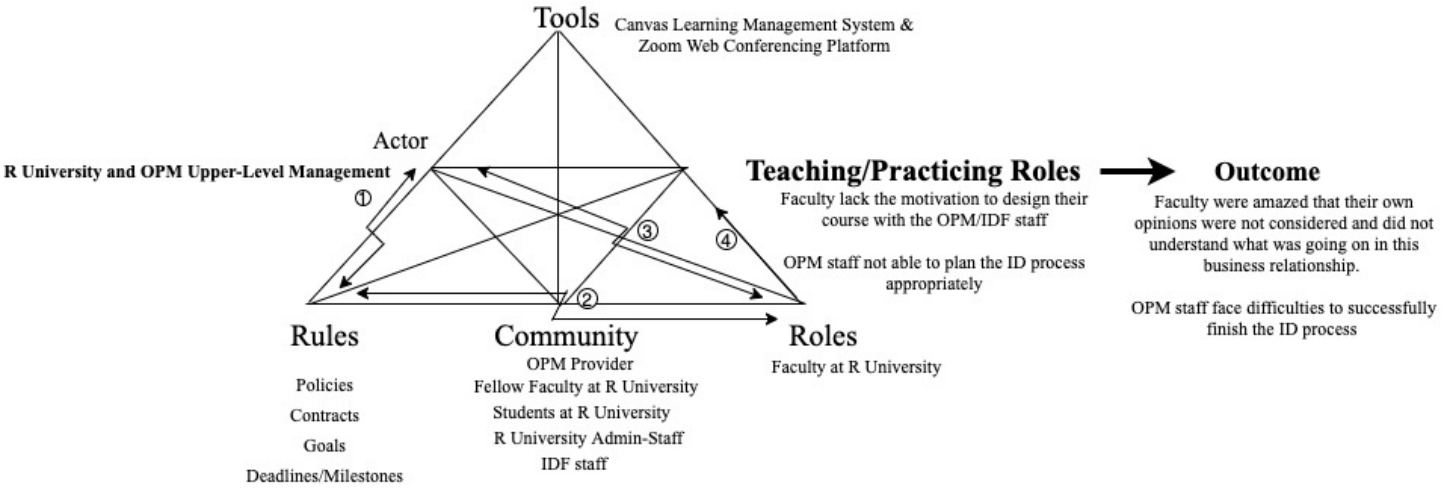
**An Incomplete Project Management Approach**

One of the results of using the Case Study + Activity Theory method is a recognition that the project planning process the OPM team used included flaws that resulted in a number of tensions that were quite varied. There are many approaches to assist with the planning and management of projects, for example, the Design Thinking approach that is used in a variety of fields when it comes to managing projects involving many firms just like in the case here (Scheer, Noweski, & Meinel, 2012; Cassim, 2013; Koh, Chai & Wong, 2016). As mentioned in the literature review in Chapter 2, the most commonly followed instructional design project management approach is the ADDIE (Analyze, Design, Develop, Implement & Evaluate) Model (Gayeski, 1997). Step-by-

step procedures of the ADDIE model are too linear and time-consuming and the cycle time to develop course materials is very long (Gayeski, 1997). Modern implementations tend to integrate an agile model into ADDIE to provide feedback during development and piloting (Peterson, 2003; Campbell, 2014). Therefore, instructional designers follow an iterative approach during the evaluation process to collect feedback on learning designs before releasing the course into final production (Gayeski, 1997). One example of an agile instructional design methodology is the SAM (Successive Approximation Model) process. For this business partnership, the project management approach the OPM team used, or as was perceived by the faculty working with their respective IDs and other OPM managers, seems to have missed two initial parts of structured project management: in case of Design Thinking, the first two phases, 'Empathize' and 'Define', appear to be missing in the planning steps of the leadership team's project management planning. For the ADDIE or Agile models, the first two parts of these project management approaches 'Analyze' and 'Design' also appear to be de-emphasized or missing. These two phases regardless of any project management approach used have been taken for granted by both RU and the OPM. This project planning or communication misalignment emerged as a result of this Case Study using AT analysis. Due to this misalignment, faculty were very frustrated and were not able to understand why they had to follow upper-level management decisions without even considering their opinion in this process.

Figure 21 shows the flow of tension as bi-directional as faculty do not understand the decisions made by the upper-level management staff in this business partnership and their opinions were not taken into consideration.

Figure 21. Activity System Context for OPM/RU Incomplete Project Management Approach




One of the main goals for RU from this business relationship was to help faculty grow in their online teaching knowledge and practice. But OPM did not try to first understand the faculty audience at RU. Based on the interviews with faculty, IDF staff and OPM staff, there were no formal data collection procedures to first understand what these faculty know, what they do, their plans for the course build, their personality characteristics, and so on. In other words, OPM did not first 'Empathize' with the faculty. At most, OPM acquired the basic information about the faculty audience in general from the management staff at RU. The upper-level management of RU also did not first understand their own faculty audiences and hence was not been able to communicate this information properly to the OPM staff. This lack of empathy meant that the IDF staff, outsourced by OPM, was also not able to get enough information about the faculty with whom they would be working.

By not addressing the 'Empathize' Phase of the Design Thinking Project Management Approach, OPM was not able to correctly address the 'Design Phase'(Scheer, Noweski, & Meinel, 2012; Cassim, 2013; Koh, Chai & Wong, 2016). The result was that the partnership felt

like a startup company without having all the procedures and guidelines in place. Some faculty considered this process to be disorganized and they lacked the motivation to participate fully in the ID process.

**Connecting Back to the Literature Review**

This study is one effort to understand how the context of online course development can help faculty professional development. Based on the analysis and interpretations of this study of a newly-formed business relationship between an OPM provider and a research university to develop online programs, while there was an opportunity for faculty professional development in relation to their pedagogical and technological knowledge, some management decisions seem to have limited the expected results. This was because OPM and R University did not take enough time to understand faculty motivations, why the faculty were participating in this process, what their current knowledge and experience with regards to online teaching were, what their personal circumstances were. and so forth.

The upper level management for all sides of this partnership did not consider the importance of the 'Empathize' and 'Define' phases in the Design Thinking Process. 'Empathize' will help managers to understand the faculty audience. This could be done via a questionnaire, interviews or focus groups to build Faculty Personas that would be used to potentially differentiate the training and instructional design processes, and also match the ID staff accordingly. In addition to demographics, this step should ask faculty for their goals from participating in this process; their intentions to participate in this process, their schedule and the amount of time that they could give to this instructional design process based on their other personal and professional responsibilities; their background in pedagogy and technology; their physical, social and technological environment; and so on. In other words, the 'Empathize' phase of the Design

Thinking Process could have helped to facilitate the 'Define' phase which would have identified the core needs of the faculty at RU and hence helped to improve the instructional design process for all stakeholders. Faculty can have a positive influence if all things are properly planned.

According to the literature review, most OPM providers do not invest in instructional design because the underlying economic arrangement does not reward or benefit them by tailoring or suiting their approach to a particular college or university (InsideHigherEd.com, 2019). Enrollment of students in these online programs and not instructional design is of utmost importance for OPM providers, as well as the higher educational institutions. Online enrollment drives revenue growth for both (Riter, 2017). As a result, most of their resources go into marketing and not into designing highly effective online programs. However, the potential cost of losing the effectiveness of course design can be lower completion rates and reduced satisfaction (Bawa, 2016; Hone & Said, 2016; Educause.edu, 2010). Theme 10 emerged as a result of discovering that there were several issues and concerns with the ability of instructional designers and in the course build quality assurance procedures. Three out of five Instructional Designers provided by IDF for R University had never worked directly with faculty in a higher education environment setting. Most of these IDs recently joined IDF as contract workers for the partnership. This seems to have created a serious lack of consistency in the instructional design services provided by this firm. Thus, this study shows that there are some glitches in the partnership process management where a lot of information was not communicated to the faculty, and the faculty needs and background were not considered. This study showed that the OPM partnership model may not consider tailoring the instructional design needs to the specific university environment.

**Importance of the Use of Activity Theory for Analysis**

Activity Theory was utilized to help understand the social and cultural perspective of how faculty interact with different individuals involved in an OPM partnership (Salomon, 2003). Faculty came in contact with technical tools, the R University community, OPM staff, IDF staff and VMF staff; and reacted according to their past knowledge and experiences, as mediated by the tools, and social and cultural interactions with the individuals from all the involved organizations (Salomon, 2003). The faculty in this business relationship are defined by their past experiences and knowledge of teaching and teaching online, assumptions about what effective teaching is, assumptions about what an instructional designer does, interaction with the technical tools, interaction with the R University and OPM environments, their personality, intentions to participate in this process, attitudes towards this process, technology as well as pedagogy, and learning mindset (Salomon, 2003). The unit of activity pertaining to faculty can also be looked at via the instructional designers involved and how prepared they were to motivate faculty in this process. The skill-set of IDs involved and the preparation, communication, and management from all the OPM, IDF and VMF staff also played a very important role in analyzing each unit of activity for faculty in this research study (Salomon, 2003).

As themes emerged through the analysis, the tensions were either bi-directional or one-directional. When the tensions are one-directional, they were basically due to how the IDF staff adjusted to the situation to make things work for faculty. The tensions are bi-directional when there is a mutual conflict on both sides. The bi-directional tensions help to understand what did not work for faculty; the one-directional tensions help to understand what really worked with faculty, and how the IDF and RU staff had to adjust to make things work for the benefit of faculty. The list of 13 themes is summarized in Table 8.

Table 8. Summary of Themes

| Theme | Theme Description |
|---|---|
| Activities that worked in the ID process | |
| 1 | Faculty consider the online teaching initiative to be beneficial for their university and are motivated to participate |
| 5 | Faculty clearly think about their students and take into consideration only ideas that benefit their students during the instructional design process |
| 6 | Technical tools fascinate faculty to teach online |
| 7 | Adjunct Faculty are motivated and interested in helping each other to improve their course |
| 8 | Teaching Assistants (TAs) provide support to faculty in this online process |
| 9 | Regardless of the experience or impact on their pedagogical knowledge from the instructional design process, faculty were planning on applying teaching techniques learned or using instructional materials created for their traditional face-to-face classes |
| Activities that did not work very well in the ID process | |
| 2 | Some faculty have a difference of opinion on the ideas and guidance on pedagogy provided from the instructional design and OPM staff |
| 3 | Ideas and suggestions provided to develop and use multimedia videos for their courses during the instructional design process made some faculty think that IDF and OPM people do not understand graduate level education |
| 4 | Faculty consider instructional designers whose subject matter knowledge or background is in the same field to be more effective in course design and implementation |
| 10 | Issues and concerns with the background and skillset of instructional designers from IDF and the IDF course quality assurance procedure created a question mark on the quality and reliability of the courses created and faculty professional development and pedagogical knowledge |
| 11 | Lack of student enrollment from the OPM side led to frustrations among faculty and hampered their motivations to teach online |
| 12 | Faculty who did not participate in the instructional design process and who were only involved in teaching the online course faced difficulties and confusions in teaching online |
| 13 | Lack of proper process management between OPM, IDF and RU staff make faculty frustrated and de-motivated to participate in the instructional design process |

Note: Theme 1 represents no tension. Themes that describe activities that worked are one-directional, whereas themes that describe activities that did not work are bi-directional.

Theme 1, 5, 6, 7, 8, and 9 describe the activities that have worked in this process. Thinking about their students to get the best learning experience, technical tools used for course design and

development, and Teaching Assistants prove to help in this process to provide an impact on faculty pedagogical knowledge and development. Overall, faculty care about their university and want it to benefit in enrollment, and hence are motivated to teach online. Regardless of how the experience with the process went, whether good or bad, there is at least one pedagogical strategy or at least one instructional material that each of the faculty who participated will use for their traditional face-to-face teaching. Overall, adjunct faculty are motivated to help each other for the best of their students.

Theme 2, 3, 4, 10, 11, 12, and 13 describe the activities that did not work very well in making an impact on faculty approach to teaching design. Faculty had many differences of opinion with the ID staff on the pedagogical strategies and ideas provided, ideas and push for multimedia videos, lack of their own subject matter knowledge from their ID, background and skill set of their IDs, and the course quality assurance management procedure of IDF. In addition, there were serious concerns on how the process between OPM, IDF, and RU was managed and the communication glitches between all three organizations that caused frustrations on faculty made them lose their trust towards this process and partnership. OPM staff not being able to bring the required student enrollment was also another cause for things not working well for some faculty and hence faculty lose motivation to teach online. The most important of all was the lack of proper planning between RU and OPM Senior level staff to first understand their faculty audience was one of the most important points in relation to why things did not work well in this partnership and that could not help faculty taking the best use of this instructional design process for this business partnership.

It can be concluded that the Activity Theory framework was very useful to investigate the complex environment of R University, OPM, and the various roles and involved subcontractors and its dynamics. The theory was very useful in guiding the inquiry at the beginning of this study when all the interview data were collected. It helped to provide a blueprint to know where to look for complications that might explain less than optimal results. The theory was also useful in providing a roadmap of where to look for challenges that often go unnoticed or overlooked.

**Strengths**

This research study uses a widely accepted qualitative design as outlined by Yin (2003). Data Validation and Data Triangulation were applied. Along with faculty interviews, observation of the video recordings of instructional design meetings between OPM staff, IDF staff, and faculty and staff at R University was also done. Course Blueprints were checked for the courses in the term 1 build. Data and themes were validated by one of the Program Leads and by the Senior Managerial Staff (Online Programs Managerial Level-University Level Internal Staff).

**Limitations**

This research is only based on one case study at a research university in the United States. There is a possibility that the interview answers from OPM staff and IDF staff are biased due to the fear of not wanting to give out any negative information that has a negative impact on their own organization. There were also time constraints as it was not possible to follow the partnership through more than two terms and the programs for this study only involved master's degree programs.

## Implications for Practice

### *Instructional Designers*

Instructional Designers should first check for certain assumptions faculty make regarding the knowledge of their pedagogy and also regarding the online course development process they are going to use. IDs should clarify any misconceptions and assumptions faculty are making.

Instructional Designers seem to need a special skill set when working in the OPM Model. They have supervisors from their own organization, as well as supervising staff overlooking the ID process from their business partners. They need to work with the OPM Learning Design Leads and also with administrative leaders from the university they work with during this process. IDs in this model need to be effective communicators in terms of working with faculty as well as the OPM instructional expert especially when the faculty is highly experienced. IDs should communicate well with faculty and other stakeholders from all the business partners and avoid any misunderstandings. IDs should clarify the ID process timelines, documents, templates, LMS course shells, and file sharing repositories from their own organization and from the stakeholders of their business partners before meeting with the faculty with whom they will be working. IDs should learn about the faculty they will be working with as much as possible and get this reliable information from the OPM partner and the university involved. IDs should be well-prepared for the entire process, and their roles and responsibilities before meeting the faculty and so as not to appear unprepared or confused. They should deal with misunderstandings in such a way that it does not have a negative impact on faculty. IDs should also limit the number of suggestions for pedagogy with faculty so that the faculty do not feel micromanaged with all the things going around and other staff also being involved. IDs should try to appreciate faculty efforts and create a positive and enthusiastic environment during this process.

Instructional Designers hired in the OPM Model require a very strong set of communication, listening, organizational and project management skills so that no miscommunication can happen with so many people involved. Miscommunications in this model can lead to serious negative consequences for the faculty participating.

### *Faculty*

Faculty should be willing to learn. Especially those faculty who are new to online instruction. Faculty should not be participating just due to the pressure by their upper level management but because they really want to teach online. Faculty participating in this process should adopt the mindset that the online course development process involves a lot of time compared to traditional courses. Further, the pedagogical strategies involved are also very different and will require proper segmentation, structure and scaffolding of their course content for students to be active participants and have a good learning experience. Faculty should also be ready to check their own assumptions and knowledge they have about pedagogy. Faculty should try to make the best use of training and seminar offerings provided by their university during online course development. Participating in online course development plays a very important role in their pedagogical knowledge and development.

### *OPM Provider Managers*

OPM providers play a very important role in offering the best instructional design services to faculty at their partner university. Every university faculty audience is different. OPM's should first analyze faculty background before assigning a specific instructional design firm to the respective university. OPM managers should be very careful in the selection of ID firms. They should look into ID firms' strategies, mission, and instructional designers' skill sets, instructional

designers background and how the ID firm hires its instructional designers (permanent or contract positions). OPM providers and their partner universities should carefully check the experience and skills of these Instructional Designers and analyze if they could fit into the OPM-University Model.

OPM Provider managers should meet the instructional designers earlier before aligning them with the faculty and communicate and train them on what the OPM's strategy is and how things will work. Training and communication of strategies to IDs will be very important.

When outsourcing the Instructional Design Firm, it is important to communicate strategies, resources and planning of activities before jumping straight to the meetings with faculty of the university involved. This research showed that there were serious concerns regarding the coordination of the OPM staff and IDF staff especially in the very beginning, namely the term 1 build. During a new relationship, OPM managers should be very careful regarding coordination between staff from both OPM and IDF, and plan ahead to avoid errors and misunderstandings that can have a deep impact on faculty motivations to participate in this process.

There were transitions in positions of the Junior Managerial staff at OPM as well as several transitions of IDs and some ID managers at IDF. These transitions within a single term build can create a negative impression on faculty perspectives of the OPM and IDF management and planning. OPM providers should make sure, to the extent possible, that the same people work for all the staff positions until the entire term build is over.

OPM providers should clarify with the university administrators regarding details of their faculty. OPM administrators should collect faculty data from the university they work with via

surveys, interviews, focus groups and observation. They should try to develop faculty personas for the respective universities with which they work. This faculty data collection should include faculty job title, major responsibilities, demographics, goals and tasks, physical, social and technological environment, and their personality characteristics. They should also share this data with the instructional design firm, if outsourced.

### *Higher Education Administrators*

Higher Education Administrators play a very important role in this entire business model. They should communicate all the Design Decisions through events and meetings regarding the timings, hours required, number of weeks, implementations, organizations involved, and the goals effectively and clearly for each and every stage, not only with the Program Leads, but also with all the faculty involved in teaching online. They should also provide incentives so that faculty participate in such events and meetings. If communication is only done with the program leads, it can be misinterpreted when it is communicated to all the respective faculty by their program lead. Due to this lack of proper communication, faculty at are not clear about why they are doing certain things a certain way or why are they doing those things at all.

All the efforts involved in an Online Program initiative should be merged with the strategy of the university. This intention should also be properly communicated to all the faculty who are participating. This will help the faculty get to know the reason why this online initiative is going to help the university. This was one part of the communication process for which R University was successful.

College administrators should also first try to understand the characteristics of faculty who will teach online. They should try to ‘Empathize’ with their faculty by understanding what their

faculty audience needs and demands are, how much time and how many resources they have access to, and where their faculty currently stand in terms of their pedagogy and technological knowledge. They should also consider faculty who participate in the instructional design process of their course to also teach their course online or if that is not the case to co-design with a faculty member (e.g, an adjunct) who will be teaching the course online.

### Implications for Future Research

**A comparative study to research more deeply into the nature of ID-Faculty relationships that really contribute to faculty pedagogical development and motivation-** A comparison of the ID-Faculty relationships between the OPM business model where faculty work with external IDs to the one with in-house ID's (i.e., within the same university environment setting) can be helpful to further understand the nature of ID-Faculty relationships. One hypothesis could be that in-house IDs are more effective because they share the institutional culture of the faculty with whom they work.

**Difficulties to build ID-faculty relationships in the OPM Model-** Based on the current study, it was clear that the OPM and outsourced ID model made it difficult to establish a foundation of trust and collaboration. This could be because of time limitations - there was no time for building an explicit collaborative culture. ID and faculty in this model are first introduced to each other with several other staff from OPM and IDF. IDs seemingly did not get enough time or opportunities to look at faculty needs and requirements individually. A lot of communication happens in the presence of other junior and senior level managers. ID training also focuses on technical things rather than on soft skills, such as how to establish trust, what explicit and collaborative communication is like, how to listen, observe, and respond to emotions, how to understand the client culture and so on. It could be possible to convince an OPM to support an

action research study that would train IDs in the skills mentioned above, and to measure their effectiveness in working with faculty.

**A study of faculty and ID tacit assumptions about teaching**- Faculty in this study commented on the differences between graduate and undergraduate teaching as a point of contention with their IDs. Faculty said that the IDs were really not knowledgeable with graduate teaching. IDs spoke about the fact that they were using good pedagogical principles, and in fact were chosen for the knowledge that they bring as IDs. However, there might have been many tacit assumptions that were not actually surfaced, explicitly discussed, and clarified. A possible line of future research might be on what tacit assumptions are revealed in the language/narratives of IDs and faculty that affect the collaborative process; and, what might be the implications and best practices in developing a more productive and mutually beneficial faculty-ID collaboration that will lead to better course development and also result in faculty learning and pedagogical knowledge development. This research would also touch on the importance of metacognitive development and reflexivity in establishing strong collaborative relationships between faculty and IDs. One possible approach is to use discourse analysis to examine narrative texts from IDs and faculty reflecting on their work. In connection with exploring the narratives, a useful conceptual framework for this kind of analysis is to use a Design Thinking framework because the first 2 phases of design thinking - empathize and define - seemed to have been bypassed in the case of the OPM-RU partnership.

Aspects of faculty knowledge and assumptions about teaching and learning that can be further researched, especially regarding their assumptions about distinctions between undergraduate and graduate teaching, including the value of play and game-based learning, and the need for different amounts of scaffolding.

**Instructional Design and Academic Levels-** Faculty in this study saw that their instructional designers did not understand graduate level education. Further research could focus on whether there is specific Instructional Design expertise specifically tailored to graduate level faculty or undergraduate level faculty? Is there a specific set of pedagogy for academic levels? Do certain pedagogical strategies only work with graduate level education and others that work for undergraduate level education?

**Instructional Designer and Subject Matter Expertise-** Some faculty in this research study expressed that their assigned IDs did not have the appropriate subject matter expertise and they had to spend a lot of time to explain and clarify. Does the ID subject matter expertise really play a big role in making the ID process smoother? Do IDs not only need an understanding of how learning and cognition occurs but also know the required subject matter expertise for which they are building courses?

**Experience and skillset needed for ID's to work in an OPM-University Environment-** In the OPM Model the Instructional Designer does not only work with the faculty at the university on contract but also has to work with other IDs in their own firm as well as the staff from the OPM. Much of their time is spent on coordination, alignment and quality assurance. Does the ID in the OPM model require any further additional skill sets to be successful in working in this model? This research can be useful to further understand how to help OPM's hire the best Instructional Designers.

**Activity Theory as an analysis technique for online course development in Higher Education-** Because Higher Education managers and administrators have significant involvement with online teaching, especially with respect to OPMs, Activity Theory may prove to be a very useful technique to help them analyze and quickly solve problems in online

education, for example, problems in relation to faculty schedule, instructional designers and subject matter knowledge, faculty training in pedagogy and technology when getting into online education, etc.

**Design-Thinking as a project management approach-** This study shows the importance of the first two phases of a project management approach like Design Thinking (DT). Further research could also explore how DT might provide new knowledge about project management challenges in partnerships. Such studies could further inform the field (ID, private sector-academia, etc.) of opportunities to improve complex projects like this one.

## Conclusion

Based on this study there is not one set answer or a set pattern for the impact on Faculty approaches to Teaching Design in an OPM model. Because each and every faculty has their own reasons for how they design and teach courses and instructional designers need to know these differences before they begin their partnership. All faculty come into this process or are brought into this process with:

- Different knowledge and thinking about pedagogy
- Different assumptions about pedagogy
- Different intentions to participate in the process
- Different attitudes about technology as well as pedagogy
- Different past experiences with teaching face-to-face or online
- Different personalities.

Perhaps the differences are not at the individual level. In the current study, there were a set of faculty who were at the lead level and really wanted to achieve the best out of this process. Then

there was a set of faculty who adjusted to what the ID staff wanted them to do. There was a set of faculty who were very rigid and unwilling to change at all, and then there was a set of faculty who really wanted to spend the time and improve their instruction.

The most important of all the factors is their current pedagogy knowledge as defined by:

- what they know about their own teaching,
- how it differs with best teaching practices,
- what they really know about their assumptions of teaching,
- how aware are they of their own teaching,
- what they consider as good pedagogy or not so good pedagogy, and
- what their viewpoint is on how students learn and what is best for them.

These are the most important factors. Faculty's own thinking about their teaching plays a very important role for the growth in pedagogical knowledge and development that can be gained from the ID process in the OPM Model. A learning mindset is very important for the faculty to get the most out of this process.

The Instructional Designer plays a very important role in the OPM model. The ID acts as a bridge between the Faculty and the OPM and IDF staff especially during the middle phase of the process when the faculty is only in touch with the ID. Just like in an in-house model, an ID requires very good organizational and time management skills in the OPM model as there are many individuals involved and a high volume of communication. Any miscommunication could further lead to a deep impact on faculty's motivation, interest and trust in this process.

The management of the entire process between R University, OPM and IDF staff also plays a key role in the process to help faculty succeed in building and delivering courses that benefit

student learning. It is very important to first understand the faculty audience who are participating in the process and differentiate the entire process based on the characteristics of the faculty and their university OPM providers should ‘Empathize’ deeply with faculty who are accustomed to the culture of their own institution. Miscommunication, lack of organization, and carelessness will surely have a negative impact on faculty, and the faculty can easily get frustrated and lose their interest in the entire process.

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# APPENDICES

## Appendix A: IRB Letter of Approval

The information in this appendix has been removed because it would invalidate the confidentiality promised to the research participants.

## Appendix B: Analysis of the "Scholarliness" Value of the Literature Review

### *Overview*

In Table A.1, *Results of Hjørland Thoroughness Analysis and Citation Quality Analysis to Guide the Review of Literature*, Hjørland's Thoroughness Analysis is combined with a partial Citation Quality Analysis as an argument for the overall quality of the review of the literature. Findings from the American Psychological Association indicate that "…informal and unsystematic search

behavior plays a dominant role…" (Hjørland, 1988 ; p. 40; Bradford, 2010) in literature searches. According to Hjørland (1988), considering the importance of literature searches in research, research efficiencies can be improved and problems in research searches can be prioritized. Hjørland identified eight facets that can be used when searching for noticeable and important work that is to be included in the literature review for the social sciences (Bradford, 2010). These facets help in the process for determining which works are relevant and important. These eight facets include the following:

1. the research method applied
2. the theoretical frame of reference
3. common facets, such as time, form, and place
4. the psychological processes involved
5. psychobiological aspects
6. individual characteristics, such as sex, age, and personality traits
7. social and cultural conditions
8. the aim of application

According to Hjørland (1988), literature searches and reviews change as we proceed with the investigation and the writing process. Problems with the selections of materials expand and what we have in the end is completely different and irrelevant to what was in the start (p. 52). Use of the eight facets to guide our search efforts helps to be focused and also provides different perspectives that help in strengthening the overall analysis that emerges from the review (Hjørland, 1988).

According to Beile, Boote, and Killingsworth (2004), reviewing the quality of citations used in dissertation research can serve diverse audience needs. These citations help with the following:

1. Indication of an author's ability to engage in an extensive scholarly endeavor-
Successful doctoral students should be comprehensive and up-to-date in reviewing the literature (p. 347). It also shows the responsibility of the author's dissertation committee and the college within which the research efforts fall by. The quality of the citations represent the perspective of the skill and knowledge of the topic domain the author currently demonstrates. It helps to redress skills or knowledge that might be lacking, and also allows a direction for between-subjects reviews on the performance of groups of doctoral students.

2. Effective collection development through bibliography for librarians (p. 347) -
Citations of high quality are of importance to librarians by providing a bibliography that can be an expedient approach to effective collection development. This also helps dissertation committees and colleges as well.

Beile, Boote, and Killingsworth (2004) calculate citation quality by reviewing each citation on three criteria:
(a) Scholarliness- Scholarliness is rated on a four-point scale. The focus for the highest score is derived by considering whether the source originates from empirical, peer-reviewed journal articles rather than general magazines.
(b) Currency- Currency is rated on a three-point scale. The focus for the highest score is derived by considering whether the source is retrospective or contemporary.

(c) Appropriateness of fit to the development of the topic – Appropriateness of fit to the development of the topic is rated on a three-point scale. The focus yielding the highest score is derived by how well the source contributes to the author's argument.

There is an example in Beile et al. (2004) paper which questions an author's need to develop a rationale for use of a particular learning theory that is best served by referring to a book or to an entry in an encyclopedia. Citation Analysis for literature review of this dissertation topic uses the same approach via examples provided in Beile et al. (2004) and via the citation analysis done by Bradford (2010) for his dissertation *"A relationship study of student satisfaction with learning online and cognitive load."*

In this analysis, ratings on a point scale are only used for scholarliness and not used for currency. The third criterion, appropriateness, is also not used at all. Instead, scholarliness are the primary focus as they serve well the need to determine quality of the source. The currency criterion was excluded because this dissertation topic has its roots in teaching and learning literature which has been going since a long time and is still applicable in current times. A mix of retrospective and contemporary sources are used to write this literature review. The criterion appropriateness was excluded simply for concern with self-rating bias.

***Discussion***

Eight facets of Hjørland Facet Model were identified for this literature review. Please note that the work is highly interdependent.

1. the research method applied- Cited Articles pertaining to Activity Theory

2. the theoretical frame of reference- Cited Works on TPACK Model, pedagogy and Instructional Design Theories
3. common facets, such as time, form, and place- These areas of focus are integrated into the theoretical frame of reference and psychological processes.
4. the psychological processes involved- Cited works related to Good Pedagogical Practices, Active Learning, Faculty Challenges in Higher Education, and Faculty Professional Development
5. psychobiological aspects- These areas of focus are integrated into psychological processes.
6. individual characteristics, such as sex, age, and personality traits- These areas of focus are integrated into psychological processes.
7. social and cultural conditions- Cited sources pertaining to Instructional Designers and Faculty Interaction
8. the aim of application- This work interconnects fields like Information Technology, Education, Teacher Education, Communications, Psychology, Evaluation and Design Science

The results of the material used in the review of the literature as the research process progressed are presented in Table below. Each article cited is presented in the first column with authors' last names, year of publication and the title. Publication Type (PT) is indicated in the second column. Publication types include the following:

A: Article

B: Book

b: Bulletin

D: Dissertation

P: Paper presented at association conference

R: Report

W: Website

PR: Peer-Reviewed

U: Unpublished manuscript

UD: Unpublished Dissertation

To gauge the quality of citations used within the review, the age since publication is provided, as well as counts within the following categories:

5 years or less old (<5)

Greater than 5 years to less than or equal to 10 years (<10)

Greater than 10 years to less than or equal to 15 years (<10)

Greater than 15 years to less than or equal to 20 years (<20)

Greater than 20 years (20+)

The following summarizes (Summary of the Results also provided in Table 1) the results of this combined quality analysis. 29 of the materials were published less than five years from the time of this review's writing, and 41 were published more than five years, but less than or equal to ten years ago. 22 of the materials were published more than ten years, but less than or equal to fifteen years. 19 of the materials were published more than fifteen years but less than or equal to twenty years. Fully 111 of the sources used within this review are less than twenty years old and 20 sources are more than twenty years old. 82.27% of the total 79 citations (from total no of journals) are from peer-reviewed journals. 49.61% of the total 131 sources are from peer-

reviewed journals. 27 of the total sources are from books and 79 articles are from journals. Of the materials used in this review, 60.30% originate from journal articles and 20.61% originate from books, which together represent 80.91% of all cited materials.

**Table 1: Summary of Results:**

| **Criteria of the Resource** | **No of Sources** | **Percentage** |
|---|---|---|
| <5 years | 29 | 22.13% |
| >5 years & <10 years | 41 | 31.29% |
| >10 years & <15 years | 22 | 16.79% |
| >15 years & <20 years | 19 | 14.50% |
| <20 years | 111 | 84.73% |
| 20+ years | 20 | 15.26% |
| **Books** | **27** | **20.61%** |
| **Journals** | **79** | **60.305%** |
| **Books + Journals** | **106** | **80.91%** |
| **Peer-Reviewed Journals** | **65** | **82.27%- out of all journals<br>49.61% --overall** |
| **Scholarliness Score 4** | **41** | **31.29%** |
| **Scholarliness Score 3** | **74** | **56.48%** |
| Scholarliness Score 2 | 14 | 10.68% |
| Scholarliness Score 1 | 2 | 1.52% |
| **Total Number of Sources** | **131** | |

The quality and reliability of the sources used in a dissertation's review of the literature can range from low to high, and as such either strengthen or not the overall quality of the dissertation. In this essay, the argument is made that both the quality and reliability of sources used in the review of the literature are high, as demonstrated through a calculated Scholarliness Score. Each cited source for this literature review is given a scholarliness score. There is no overall set criteria to determine the scholarliness score. If the source is from a Journal then the Journal Type, Article Citation Count, Journal Acceptance Rate (if available) and Journal Impact Factor is taken to

decide the score of 1 to 4. If the article in the Journal was Peer-Reviewed then that was also taken into consideration to calculate the scholarliness score. If the source is from books then the number of citations and relevance to the dissertation topic is given a high consideration in giving a higher score for scholarliness. If the source is from websites then the quality and reliability of the website is taken into consideration in giving a score for scholarliness. If the source is from general magazines then the scholarliness score is 1. The year of publication and relevance to the dissertation topic for this research is also taken into consideration when giving a Scholarliness Score to the resource.

Table 2 for detailed citation analysis for each resource in the literature review for this dissertation with all the important factors listed:

**Short forms for the columns in the table below:**

**PT----> Publication Type**

**PR---->Peer-Reviewed**

**A-----> Age**

**S -----> Scholarliness Score**

**NT---> Number of times the article is cited**

**AR---> Journal Acceptance Rate**

**JIF------> Journal Impact Factor (Note: The most recent available impact factor is considered)**

**NA--> Not Available (This means I was not able to find this)**

**Table 2: Citation Quality Analysis to analyze the "Scholarliness" Value of the Literature Review:**

| No | Article: | PT | PR | A | <5 | <10 | <15 | <20 | 20+ | S | NT | AR | JIF |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Gyorko, J., MacCormack, P., Bless, M., & Jodl, J. (2016, November). Why Colleges and Universities Need to Invest in Quality Teaching More Than Ever. Retrieved from : https://acue.org/wp-content/uploads/2018/07/ACUE-White-Paper1.pdf | W | | 3 | X | | | | | 3 | | | |
| 2 | Fink, L. D. (2013). Creating significant learning experiences: An integrated approach to designing college courses. Second Edition. San Francisco, CA: Jossey-Bass. | B | | 6 | | X | | | | 4 | 3404 | | |
| 3 | Fink, L. D. (2013a). The Current Status of Faculty Development Internationally. International Journal for the Scholarship of Teaching and Learning, 7(2). doi:10.20429/ijsotl.2013.070204 | A | PR | 6 | | X | | | | 4 | 21 | 10-15% | NA |
| 4 | Sorcinelli, M. D. (2014, December 29). Faculty Development: The Challenge Going Forward. Retrieved from: https://www.aacu.org/publications-research/periodicals/faculty-development-challenge-going-forward | b | | 5 | X | | | | | 2 | 96 | | |
| 5 | Chittur, D. (2018). A phenomenological study of professors and instructional designers during online course development leading to enhanced student-centered pedagogy (Order No. 10790356). Available from ProQuest Dissertations & Theses Global. (2035341879). | D | | 1 | X | | | | | 2 | 0 | | |
| 6 | Prince, M. (2004). Does active learning work? A review of the research. Journal of Engineering Education, 93(3), 223-231. | A | PR | 15 | | | X | | | 4 | 4914 | 10% | 1.976 |
| 7 | Sorcinelli, M. D., Austin, A. E., Eddy, P. L., & Beach, A. L. (2006). Creating the future of faculty development: Learning from the past, understanding the present. Bolton, MA: Anker Press. | B | | 13 | | | X | | | 3 | 564 | | |
| 8 | Austin, A. E., & Sorcinelli, M. D. (2013). The future of faculty development: Where are we going? New Directions for Teaching & Learning. | A | | 6 | | X | | | | 3 | 156 | NA | NA |
| 9 | Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco, CA: Jossey-Bass. | B | | 9 | | X | | | | 4 | 2016 | | |
| 10 | Angelo, T. A., & Cross, P. K. (1993). Classroom assessment techniques: A handbook for college teachers (2nd ed.). San Francisco, CA: Jossey-Bass. | B | | 26 | | | | | X | 4 | 5016 | | |
| 11 | Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press. | B | | 15 | | | X | | | 4 | 2638 | | |
| 12 | Barkley, E. F. (2009). Student engagement techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass. | B | | 10 | | X | | | | 3 | 599 | | |
| 13 | Brookfield, S. D. (2006). The skillful teacher: On technique, trust, and responsiveness in the classroom (2nd ed.). San Francisco, CA: Jossey-Bass. | B | | 13 | | | X | | | 4 | 2339 | | |
| 14 | Chickering, A. W., & Gamson, Z. F. (1987, March). Seven principles for good practice in undergraduate education. American Association for Higher Education Bulletin, 39(7), 3–7. | b | | 32 | | | | | X | 4 | 7714 | NA | NA |
| 15 | Davis, B. G. (2009). Tools for teaching (2nd ed.). San Francisco, CA: Jossey-Bass. | B | | 10 | | X | | | | 3 | 2554 | | |
| 16 | Nilson, L. B. (2010). Teaching at its best: A research-based resource for college instructors (3rd ed.). San Francisco, CA: Jossey-Bass. | B | | 9 | | X | | | | 2 | 928 | | |
| 17 | Mager, R. F. (1962). PREPARING INSTRUCTIONAL OBJECTIVES. ERIC. | A | | 57 | | | | | X | 3 | 4410 | NA | NA |
| 18 | Biggs, J. (1996). Enhancing teaching through constructive alignment. Higher Education, 32(3), 347–364. | A | PR | 23 | | | | | X | 4 | 2898 | >50% | 1.937 |
| 19 | Forsyth, D. R. (2016). College teaching: Practical insights from the science of teaching and learning. Washington, DC: American Psychological Association. | B | | 3 | X | | | | | 4 | 13 | | |
| 20 | Times Higher Education Supplement. (2016). World University Rankings 2016-2017. Retrieved from https://www.timeshighereducation.com/world-university-rankings/2017/world-ranking#!/page/0/length/25/sort_by/rank_label/sort_order/asc/cols/rank_only | W | | 3 | X | | | | | 4 | | | |
| 21 | Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. 1991 ASHE-ERIC Higher Education Report No. 1. Washington, DC: George Washington University. Retrieved from http://files.eric.ed.gov/fulltext/ED336049.pdf | A | | 28 | | | | | X | 4 | 5692 | NA | NA |
| 22 | Ruhl, K., C. Hughes, and P. Schloss. (1987). "Using the Pause Procedure to Enhance Lecture Recall," Teacher Education and Special Education, Vol.10, Winter, pp. 14–18. | A | PR | 32 | | | | | X | 3 | 307 | NA | 0.762 |
| 23 | Di Vesta, F., and D. Smith (1979). "The Pausing Principle: Increasing the Efficiency of Memory for Ongoing Events," Contemporary Educational Psychology, Vol. 4. | A | PR | 40 | | | | | X | 3 | 61 | NA | 3.356 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Wankat, P. (2002). The Effective Efficient Professor: Teaching, Scholarship and Service, Allyn and Bacon: Boston, MA. | B | | 17 | | | | X | | 3 | 236 | | |
| 25 | Hartley, J., and Davies, I. (1978) "Note Taking: A Critical Review," Programmed Learning and Educational Technology, Vol. 15, pp. 207–224. | A | PR | 41 | | | | | X | 3 | 429 | NA | 1.106 |
| 26 | Astin, A. (1993). What Matters in College?; Four Critical Years Revisited,Josey-Bass: San Francisco, CA. | B | | 26 | | | | | X | 4 | 11647 | | |
| 27 | Redish, E., J. Saul, and R. Steinberg. (1997). "On the Effectiveness of Active-Engagement Microcomputer-Based Laboratories," American Journal of Physics, Vol. 65, No. 1, p. 45. | A | PR | 22 | | | | | X | 3 | 389 | 35% | 1.034 |
| 28 | Laws, P., D. Sokoloff, and R. Thornton. (1999). "Promoting Active Learning Using the Results of Physics Education Research," UniServeScience News, Vol. 13. | A | PR | 20 | | | | X | | 3 | 166 | NA | NA |
| 29 | Code, W., Piccolo, C., Kohler, D., & MacLean, M. (2014). Teaching methods comparison in a large calculus class. Zdm Mathematics Education, 46(4), 589-601. https://doi.org/10.1007/s11858-014-0582-2 | A | PR | 5 | X | | | | | 3 | 16 | NA | NA |
| 30 | Michael, J. (2006). Where's the evidence that active learning works? Advances in Physiology Education, 30(4), 159-167. https://doi.org/10.1152/advan.00053.2006 | A | PR | 13 | | | X | | | 3 | 1155 | NA | 1.981 |
| 31 | Horii, C. V. (2013). E110. Principles of university teaching in STEM [Syllabus]. Center for Teaching, Learning, & Outreach, California Institute of Technology, Pasadena, CA. Retrieved from https://www.teachlearn.caltech.edu/documents/15-e110_syllabus_as_of_9- 30-2013.pdf | U | | 6 | | X | | | | 3 | | | |
| 32 | Persky, A. M. (2012). The impact of team-based learning on a foundational pharmacokinetics course. American Journal of Pharmaceutical Education, 76(2), 31. | A | PR | 7 | | X | | | | 3 | 77 | 40% | 1.495 |
| 33 | Touchton, M. (2015). Flipping the classroom and student performance in advanced statistics: Evidence from a quasi-experiment. Journal of Political Science Education, 11(1), 28-44. https://doi.org/10.1080/15512169.2014.985105 | A | PR | 4 | X | | | | | 3 | 79 | NA | 0.70 |
| 34 | Becker, L. L. (2013). Self-regulated learning interventions in the introductory accounting course: An empirical study. Issues in Accounting Education, 28(3), 435-460. https://doi.org/10.2308/iace-50444 | A | PR | 6 | | X | | | | 3 | 18 | NA | 0.88 |
| 35 | Felder, R. M., & Brent, R. (1999). How to improve teaching quality. Quality Management Journal, 6, 9-21. | A | PR | 20 | | | | X | | 3 | 167 | NA | NA |
| 36 | Ahmed, S. (2013). Tailoring online faculty development programmes: Overcoming faculty resistance. Medical Education, 47(5), 535. doi:10.1111/medu.12192 | A | PR | 6 | | X | | | | 2 | 5 | NA | 1.27 |
| 37 | Breunig, M. (2005). Turning experiential education and critical pedagogy theory into praxis. Journal of Experiential Education, 28(2), 106-122. https://doi.org/10.1177/105382590502800205 | A | PR | 14 | | | X | | | 3 | 273 | 21-30% | 1.07 |
| 38 | Knight, J. K., & Wood, W. B. (2005). Teaching more by lecturing less. Cell Biology Education, 4(4), 298-310. doi:10.1187/05-06-0082 | A | | 14 | | | X | | | 4 | 824 | NA | 8.784 |
| 39 | Bronwell, S. E., & Tanner, K. D. (2012). Barriers to faculty pedagogical change: Lack of training, time, incentives, and...tensions with professional identity? CBE Life Sciences Education, 11(4), 339-346. doi:10.1187/cbe.12-09-0163 | A | PR | 7 | | X | | | | 3 | 292 | | 2.42 |
| 40 | Lee, V. S. (2010). Program types and prototypes. In K. J. Gillespie & D. L. Robertson (Eds.), A guide to faculty development (pp. 21-33). San Francisco, CA: Jossey-Bass. doi:10.1.1.469.2893 | B | | 9 | | X | | | | 2 | 49 | | |
| 41 | Lowenthal, P. R., Wray, M. L., Bates, B., Switzer, T., & Stevens, E. (2012). Examining faculty motivation to participate in faculty development. International Journal of University Teaching and Faculty Development, 3(3), 149-164. | A | | 7 | | X | | | | 2 | 16 | NA | NA |
| 42 | Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. Teaching and Teacher Education, 23(5), 557-571. https://doi.org/10.1016/j.tate.2006.11.013 | A | PR | 12 | | | X | | | 3 | 539 | NA | 2.473 |
| 43 | Henderson, C., Dancy, M., & Niewiadomska-Bugaj, M. (2012). Use of research-based instructional strategies in introductory physics: Where do faculty leave the innovation- decision process? Physical Review Special Topics-Physics Education Research, 8(2), 020137-1-020137-8. Retrieved from http://journals.aps.org/prper/pdf/10.1103/PhysRevSTPER.8.020104 | A | PR | 7 | | X | | | | 3 | 239 | NA | 2.582 |
| 44 | Henderson, C., A. Beach, and N. Finkelstein. (2011). Facilitating change in undergraduate STEM instructional practices: An analytic review of the literature, J. Res. Sci. Teach. 48, 952. | A | PR | 8 | | X | | | | 4 | 483 | NA | 3.21 |
| 45 | Post, P. A. (2011). Trial by hire: The seven stages of learning to teach in higher education. Contemporary Issues in Education Research, 4(12), 25-34. Retrieved from http://cluteinstitute.com/ojs/index.php/CIER/article/download/6659/6734 | A | PR | 8 | | X | | | | 2 | 13 | NA | 0.65 |
| 46 | Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives (Complete edition). New York: Longman. | B | | 18 | | | | X | | 3 | 307 | | |
| 47 | Anderson, W. A., Banerjee, U., Drennan, C. L., Elgin, S. C., Epstein, I. R., Handelsman, J., & Warner, I. M. (2011). Changing the culture of science education at research universities. Science, 331(6014), 152-153. doi:10.1126/science.1198280 | A | PR | 8 | | X | | | | 4 | 209 | <7% | 34.66 |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 48 | Wilson, R. (2010, September 5). Why teaching is not priority no. 1. The Chronicle of Higher Education. Retrieved from https://www.chronicle.com/article/Why-Teaching-Is-Not-Priority/124301 | b | | 9 | | X | | | | 3 | | | |
| 49 | Fairweather, J. S. (2002). The mythologies of faculty productivity: Implications for institutional policy and decision making. Journal of Higher Education, 73(1), 26-48. doi:10.1353/jhe.2002.0006 | A | PR | 17 | | | | X | | 4 | 398 | NA | 1.883 |
| 50 | Allgood, S., & Walstad, W. B. (2013). How economists allocate time to teaching and research. The American Economic Review, 103(3), 654-658. https://doi.org/10.1257/aer.103.3.654 | A | PR | 6 | | X | | | | 4 | 11 | 8% | 44.16 |
| 51 | Finelli, C. J., Richardson, K., & Daly, S. (2013). Factors that influence faculty motivation of effective teaching practices in engineering. Proceedings of the 2013 Annual Conference- American Society for Engineering Education (ASEE), Atlanta, GA. | A | | 6 | | X | | | | 3 | 23 | NA | NA |
| 52 | Braxton, J. M., Bayer, A. E., & Noseworthy, J. A. (2004). The influence of teaching norm violations on the welfare of students as clients of college teaching. New Directions for Teaching & Learning, 99, 41-46. https://doi.org/10.1002/tl.157 | A | | 15 | | | X | | | 2 | 21 | NA | NA |
| 53 | Allen, I. E., & Seaman, J. (2013). Changing course: Ten years of tracking online education in the United States [Report]. Newburyport, MA: Sloan Consortium. Retrieved from http://files.eric.ed.gov/fulltext/ED541571.pdf | R | | 5 | X | | | | | 4 | 1888 | | |
| 54 | Allen, I. E., & Seaman, J. (2016, February). Tracking Online Education in the United States. Retrieved April 30, 2018, from https://onlinelearningsurvey.com/reports/onlinereportcard.pdf | R | | 3 | X | | | | | 4 | 483 | | |
| 55 | Allen, I. E., & Seaman, J. (2017, May). Distance Education Enrollment Report 2017. Retrieved May 26, 2018, from https://onlinelearningsurvey.com/reports/digtiallearningcompassenrollment2017.pdf | R | | 2 | X | | | | | 3 | 91 | | |
| 56 | Matthews, D. (2012). A stronger nation through higher education: How and why Americans must achieve a big goal for college attainment [Special Report]. Indianapolis, IN: Lumina Foundation for Education. | R | | 7 | | X | | | | 3 | 27 | | |
| 57 | Sandeen, C. (2013). The new postsecondary landscape. Continuing Higher Education Review, 77, 28-39. | A | | 6 | | X | | | | 4 | 3 | 10% | 0.21 |
| 58 | Milliron, M. D., Malcolm, L., & Kil, D. (2014). Insight and action analytics: Three case studies to consider. Research & Practice in Assessment, 9(2), 70-89. | A | PR | 5 | X | | | | | 3 | 17 | 40% | NA |
| 59 | Sener, J. (2010). Why online education will attain full scale. Journal of Asynchronous Learning Networks, 14(4), 3-16. https://doi.org/10.24059/olj.v14i4.152 | A | PR | 9 | | X | | | | 3 | 70 | 25% | NA |
| 60 | Hill, P. (2012). Online educational delivery models: A descriptive view. Educause Review, 47(6), 84-97. Retrieved from http://er.dut.ac.za/bitstream/handle/123456789/56/Hill_2012_Online_Educational_Delivery_Models.pdf?sequence=1 | A | PR | 7 | | X | | | | 3 | 194 | NA | NA |
| 61 | Chaney, B. H., Eddy, J. M., Dorman, S. M., Glessner, L. L., Green, B. L., & Lara-Alecio, R. (2009). A primer on quality indicators of distance education. Society for Public Health Education, 10(2), 222-231. https://doi.org/10.1177/1524839906298498 | A | PR | 10 | | X | | | | 2 | 75 | NA | NA |
| 62 | Quality Matters. (2018). Quality Matters Rubric Workbook: Standards for Course Design (6th ed.). Annapolis, MD: Maryland Online. | B | | 1 | X | | | | | 4 | | | |
| 63 | OnlineLearningConsortium.org. (2019). OLC Quality Scorecard - Benchmarking Tools, Checklists, & Rubrics for Evaluating the Quality of Online Learning Programs & Courses. Retrieved February 11, 2019, from https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administration-online-programs/ | W | | 0 | X | | | | | 4 | | | |
| 64 | Crawley, F.E., Fewell, M.D. & Sugar, W.A. (2009). Researcher and Researched: The Phenomenology of Change from Face-to-Face to Online Instruction. Quarterly Review of Distance Education, 10(2), 165-176. Retrieved March 30, 2019 from https://www.learntechlib.org/p/103635/ | A | PR | 10 | | X | | | | 3 | 43 | 50% | NA |
| 65 | Boling, E., Hough, M., Krinsky, H., Saleem, H., & Stevens, M. (2012). Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences. The Internet and Higher Education, 15(2), 118-126. doi:10.1016/j.iheduc.2011.11.006 | A | PR | 7 | | X | | | | 3 | 284 | 25% | 4.15 |
| 66 | Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), The concept of activity in Soviet psychology (pp. 144-188). Armonk, NY: M. E. Sharpe. | B | | 38 | | | | | X | 4 | 3342 | | |
| 67 | Salomon, G., & Perkins, D. N. (1998). Chapter 1: Individual and Social Aspects of Learning. Review of Research in Education, 23(1), 1–24. | A | PR | 21 | | | | | X | 3 | 1352 | NA | 1.594 |
| 68 | Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (2003). Vygotsky's Educational Theory in Cultural Context. Cambridge University Press. | B | | 16 | | | | X | | 4 | 893 | | |
| 69 | Reigeluth, C. (1999). Elaboration theory. In C. Reigeluth (Ed.), Instructional-Design Theories and Models - A New Paradigm of Instructional Theory (Vol. 2, pp. 425–453). Mahway, New Jersey: Lawrence Erlbaum Associates, Publishers. | B | | 20 | | | | X | | 4 | 2029 | | |
| 70 | Hirumi, A. (2006). Analysing and designing e-learning interactions. In C. Juwah (Ed.), Interactions in online education: Implications for theory and practice (pp. 46–71). 270 Madison Ave, New York, NY 10016: Routledge Taylor & Francis Group. | B | | 13 | | | X | | | 3 | 59 | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 71 | Moore, M. (1997). Theory of transactional distance. In D. Keegan (Ed.), Theoretical principles of distance education (pp. 22–38). New York: Routledge. | B | | 22 | | | | | X | 4 | 2526 | | |
| 72 | Falloon, G. (2011). Making the connection: Moore's theory of transactional distance and its relevance to the use of a virtual classroom in postgraduate online teacher education. Journal of Research on Technology in Education, 43(3), 187-209. https://doi.org/10.1080/15391523.2011.10782569 | A | PR | 8 | | X | | | | 3 | 204 | NA | 2.12 |
| 73 | Morris, S. M., & Stommel, J. (2016, October 27). Why Online Programs Fail, and 5 Things We Can Do About It. Retrieved May 1, 2018, from https://hybridpedagogy.org/why-online-programs-fail-and-5-things-we-can-do-about-it/ | A | | 3 | X | | | | | 2 | NA | NA | NA |
| 74 | Tozkoparam, S; Kiliç, M & Usta, E (2015). The Effect of Instructional Technology and Material Design Course to Teacher Candidates' Gaining of Technological Pedagogical Content Knowledge Competencies, Participatory Educational Research (PER), 2, 44-56 Retrieved from http://eric.ed.gov/?id=ED552759 | A | PR | 4 | X | | | | | 3 | 5 | NA | NA |
| 75 | Mazman, S. G., & Koçak Usluel, Y. (2011). Bilgi ve iletişim teknolojilerinin öğrenme-öğretme süreçlerine entegrasyonu: modeller ve göstergeler. Eğitim Teknolojisi: Kuram ve Uygulama, 1, 62-79. | A | PR | 8 | | X | | | | 2 | 44 | NA | NA |
| 76 | Koehler, M. J., & Mishra, P. (2005). What happens when teachers design educational technology? The development of technological pedagogical content knowledge. Journal of educational computing research, 32(2), 131-152. | A | PR | 14 | | | X | | | 4 | 1204 | NA | 0.87 |
| 77 | Koehler, M. J., & Mishra, P. (2008). Introducing TPACK. In AACTE. (Ed.), Handbook of technological pedagogical content knowledge (TPACK) for educators (pp. 3–29). New York: Routledge. | B | | 11 | | | X | | | 3 | 46 | | |
| 78 | Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1). Retrieved from http://www.citejournal.org/volume-9/issue-1-09/general/what-is-technological-pedagogicalcontent-knowledge | A | PR | 10 | | X | | | | 4 | 2517 | 29% | |
| 79 | Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 15, 4-14. | A | PR | 32 | | | | | X | 4 | 22126 | 6-10% | 4.00 |
| 80 | Cochran, K. F. (1997). Pedagogical Content Knowledge: Teachers' Integration of Subject Matter, Pedagogy, Students, and Learning Environments. Retrieved July 4, 2018, from https://www.narst.org/publications/research/pck.cfm | A | | 22 | | | | | X | 4 | 74 | NA | NA |
| 81 | Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: curriculum-based technology integration reframed. Journal of Research on Technology in Education, 41(4), 393–416. | A | PR | 10 | | X | | | | 4 | 1195 | NA | 2.12 |
| 82 | McQuiggan, C. A. (2007). The role of faculty development in online teaching potential to question teaching beliefs and assumptions. Online Journal of Distance Learning Administration, 10(3), 1-13. | A | PR | 12 | | | X | | | 3 | 162 | 30% | NA |
| 83 | Wolcott, L., & Betts, K. (1999). What's in it for me? Incentives for faculty participation in distance education. International Journal of E-Learning & Distance Education, 14(2), 34- 49. | A | PR | 20 | | | | X | | 3 | 137 | NA | NA |
| 84 | Vasser, N. (2010). Instructional design processes and traditional colleges. Online Journal of Distance Learning Administration, 13(4), 61-63. | A | PR | 9 | | X | | | | 3 | 18 | 30% | NA |
| 85 | Pennington, J. P. (2005). Reverse benefits: How online teaching benefits face-to-face teaching for higher education faculty (Unpublished doctoral dissertation.). University of Cincinnati, Cincinnati, OH. Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=ucin1111641817&disposition=inline | UD | | 14 | | | X | | | 3 | 5 | | |
| 86 | Shea, P., Pelz, W., Fredericksen, E., & Pickett, A. (2002). Online teaching as a catalyst for classroom-based instructional transformation. Elements of Quality Online Education, 3, 103-123. | A | | 17 | | | | X | | 2 | 45 | NA | NA |
| 87 | Scagnoli, N., Buki, L., & Johnson, S. (2009). The influence of online teaching on face-to-face teaching practices. Journal of Asynchronous Learning Networks, 13(2), 115-128. | A | PR | 10 | | X | | | | 3 | 43 | 25% | |
| 88 | You, J. (2010) A study of faculty members' perceived utilization of best practices in distance learning course design and delivery and the role of instructional designers (Unpublished doctoral dissertation). University of Toledo, Toledo, OH. Retrieved from https://etd.ohiolink.edu/rws_etd/document/get/toledo1279298347/inline | UD | | 9 | | X | | | | 3 | 7 | | |
| 89 | Gibby, S., Quiros, O., Demps, E. & Liu, M. (2002). Challenges of Being an Instructional Designer for New Media Development: A View from the Practitioners. Journal of Educational Multimedia and Hypermedia, 11, (3), 195-219. Norfolk, VA: Association for the Advancement of Computing in Education (AACE). | A | PR | 17 | | | | X | | 3 | 115 | NA | NA |
| 90 | Sims, R. C., & Koszalka, T. A. (2008). Competencies for the new-age instructional designer. In D.H. Jonassen (Ed.), Handbook of research on educational communications and technology (pp. 569-575). New York, NY: Springer. | B | | 11 | | | X | | | 3 | 59 | | |
| 91 | Tracey, M. W., & Boling, E. (2014). Preparing instructional designers: Traditional and emerging perspectives. In D.H. Jonassen (Ed.), Handbook of research on educational communications and technology (pp. 653-660). New York, NY: Springer. | B | | 5 | X | | | | | 3 | 52 | | |
| 92 | Cox, S., & Osguthorpe, R. T. (2003) How do instructional design professionals spend their time? TechTrends, 47(3), 45-47. doi: http://dx.doi.org/10.1007/BF02763476 | A | PR | 16 | | | | X | | 3 | 114 | NA | 1.03 |
| 93 | Julian, M. F., Kinzie, M. B., & Larsen, V. A. (2000). Compelling case experiences: Performance, practice, and application for emerging instructional designers. Performance Improvement Quarterly, 13 (3), 164–201. | A | PR | 19 | | | | X | | 3 | 48 | NA | NA |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 94 | Sharif, A., & Cho, S. (2015). 21st-Century Instructional Designers: Bridging the Perceptual Gaps between Identity, Practice, Impact and Professional Development. RUSC. Universities and Knowledge Society Journal, 12(3). pp. 72-85. doi http://dx.doi.org/10.7238/rusc.v12i3.2176 | A | PR | 4 | X | | | | | 3 | 20 | NA | NA |
| 95 | Pan, C. C., Deets, J., Phillips, W., & Cornell, R. (2003). Pulling tigers' teeth without getting bitten: Instructional designers and faculty. Quarterly Review of Distance Education, 4(3), 289-302. | A | PR | 16 | | | | X | | 3 | 21 | 50% | NA |
| 96 | Pan, C., & Thompson, K. (2009). Exploring dynamics between instructional designers and higher education faculty: An ethnographic case study. Journal of Educational Technology Development and Exchange, 2(1), 33-52. https://doi.org/10.18785/jetde.0201.03 | A | PR | 10 | | X | | | | 3 | 19 | NA | NA |
| 97 | Campbell, K., Schwier, R. A., & Kenny, R. F. (2005). Agency of the instructional designer: Moral coherence and transformative social practice. Australasian Journal of Educational Technology, 21(2), 242-262. https://doi.org/10.14742/ajet.1337 | A | PR | 14 | | X | | | | 3 | 61 | NA | 1.43 |
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| 115 | InsideHigherEd.com. (2018). Is a shakeout coming for online program management companies? \| Inside Higher Ed. Retrieved June 16, 2018, from https://www.insidehighered.com/digital-learning/article/2018/06/04/shakeout-coming-online-program-management-companies | b | | 1 | X | | | | | 3 | | | |
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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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| 126 | Engeström, Y. (1999). Activity theory and transformation. In Y. Engeström, R. Miettinen, & R. Punamaki (Eds.), Perspectives on activity theory (pp. 19–38). Cambridge: Cambridge University Press. | B | | 20 | | | | X | | 4 | 3977 | | |
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## Appendix C: Semi-Structured Interview Questions

Questions were framed based on the activity theory framework adjusted to process.

### *Faculty (Including Program Leads)*

This is an overall list of common questions for faculty. Every interview was different. Many questions pertaining to situation came up during this interview process.

List of Questions:

1. What is your position at R university?
2. How were you brought into this process of online course design and teaching?
3. What are your thoughts and reasons for R university to get into online degree programs?
4. How did you decide which courses to put online or which online degree programs to put online?
5. What changes pertaining to the degree program did you'll go through when moving from residential programs to online programs?
6. What courses do you teach face-to-face and which ones are you going to teach online?
7. Did any of the leadership upper management people put any restrictions on course objectives or program objectives and anything related to the curriculum design process?
8. Anything related to marketing level that made you change your teaching design/practice or objective of program or course level?

9. Can you elaborate your experience on the instructional design process provided to you by OPM and IDF?
10. Online Teaching is completely different than traditional teaching. Online courses require a complete redesign and different pedagogical strategies. Pedagogy behind online teaching is completely different and completely changes compared to face-to-face traditional teaching. So how did the relationship between OPM or the ID's provided by IDF in collaboration with OPM impact changes in your approach to teaching design or pedagogical knowledge and development?
11. Have you ever taught online before?
12. So when you will be developing your future face-to-face or future online courses are you going to take any of their suggestions?
13. Can you elaborate on each of those like any of these strategies you just mentioned?
14. Do you feel there is going to be a bit change with teaching online? Are you nervous? Or Are you excited?
15. When in this design process do you eventually think when you go back to teaching face-to-face class are you going to implement the suggestions provided by the ID's?
16. Which are these strategies?
17. When you have a conversation with your ID's or anyone in the community like upper management, provost, community and say that I think we should change this or that because I think students are going to learn better this and it will be better for them? Say for example you have a discussion with ID do you ever suggest them or ask them to do it this way because you think your students are going to learn better in this way and not that

way? Converse that this way of teaching is going to be more effective? Converse with ID, OPM or upper management or community anyone?

18. Has there been any communication with fellow faculty and any strategy they have been using has influenced you?
19. In this process does any admins staff or IT team from R university come into contact during this process?
20. Has there been any strict regulations of anything related to deadlines during the ID process?
21. Are there any deadlines from the upper level management?
22. Does marketing impact anything related decision about courses?
23. Do you have any specific requirements for your teaching practice from the marketing side?
24. Are you using anything related to this to the marketing strategy in your course designs?
25. Has the upper level management set any goals for this program?
26. Are there any specific number of student enrollment that is required?
27. Has the contract between OPM and R university made any impact on the overall online program or any of your teaching practice?
28. Have they forced you to do something related to pedagogy or coursework according to that way or this way or that way?
29. Are you creating all the materials or are the ID' creating it for you?
30. Has any of your research background impacted this to balance between research and preparation for online program?
31. Does your research practice create a conflict with teaching practice?

32. What about anything in relation to yourself and R University has impacted your teaching practice? For eg, to save time anyone from upper-level management has come up and say that you have to design your assignments in this way or objectives..and so on ...?
33. Are you happy with the technical tools provided?
34. Were you involved in selecting these technical tools?
35. What is your overall experience with ID's? Can you elaborate on the ID process experience as a whole? And what do you think the university, OPM, and IDF could have done to improve the process?
36. Can you elaborate more on how much technical training were you provided and by whom? And what more was needed? Anything related to Zoom required something more detailed especially that was related to pedagogy? Anything that required more related to Hands-on training right before teaching?
37. Did you have a TA for your course? How helpful was the TA? Please provide very much in detail? Did the TA help in this online course development process?
38. There were no manuals on Canvas or Zoom for students in the blueprint version sent to me on Canvas. Nor did I see any videos training them on how to go about working on Canvas or Zoom. According to Quality Matters, this information is really important. Did this come up in the instructional design process? How important do you think it is for your students? Do you think if you had this technical information on how to use technologies it would be beneficial for your students? Does this impact your teaching?
39. Online and residency classes are bounded which is students cannot interchange, Students have to follow one track either take the whole program face-to-face or take the whole program online- Did this bother you in your teaching or course design?

40. Technical Constraints: Changes to course materials after publishing are fixed from IDF end. So once the course is published and while you are teaching if you want to change anything or face issues on course content you have to create tickets that are to be sent to IDF in a foreign country to fix- Was this an issue in your course design and teaching?
41. Design Decisions- Changes as to what you were teaching in the residential section of the program- 1. Synchronous session in the evening at 5 pm - 7 pm. 2. Only 2 hours live teaching 3. Shorter no of weeks----Did these Design Decisions from R university and OPM impact on your teaching or course design factors?

***Instructional Designers***

This is an overall list of common questions for IDs. Every interview was different. Many questions pertaining to  situation came up during this interview process.

List of Questions:

1. Compared to other faculties you have previously worked with - what were the easy/enjoyable parts of the process, what worked well and why do you think it worked so well.
2. Did you see any growth or a lessening of faculty knowledge about pedagogy and/or motivation to change/improve their teaching? Especially also, did you see any transfer of things learned about online teaching to applications or intentions/interest to apply the same to their face-to-face teaching among faculty?
3. How much did R university and/or OPM help you before they started working with faculty - were there briefings on faculty background, expectations, potential areas of challenges so you had some kind of pre-alert?

4. How much did R university and/or OPM engage with the ID-Faculty interaction - were any interventions or R university/OPM input needed within the ID-faculty development/design process? Or R university/OPM sources of essential information that you had … i.e. in any way was R university / OPM really useful in your work with faculty?
5. Do you have any previous experience where you have worked with faculty WITHOUT there being an institution-OPM partnership model - i.e. where you worked directly within an institution, or work was contracted out from an institution to the ID company - if you have this experience, how does that compare to working with faculty within the umbrella of the institution - OPM partnership. I want to know if this makes a significant difference or not.

***OPM Staff***

This is an overall list of common questions for faculty. Every interview was different. Many questions pertaining to  situation came up during this interview process.

List of Questions

1. Can you tell me first, what is OPM's core model approach for online program management?
2. So how did the R university partnership came up? Did they call you? How did the process really start? Do you remember? Were you part of that?
3. What exactly is your position at OPM?
4. Can you provide the OPM Organizational Chart? Can you elaborate which services are being outsourced and why?

5. So can you elaborate on what exactly belongs to you and what is being outsourced? All the services that you run?
6. Were there any specific number of student enrollment required to, for the program to continue running or?
7. Can you elaborate more on the kind of training services for faculty that are involved in this process?
8. Can you elaborate on the video making services provided by the Video making firm?
9. What relationship does it have with OPM? Why did OPM think that this service was needed?
10. Can you elaborate more the faculty support services for R university provided by the OPM?
11. Can you elaborate on the Student Support Services provided by OPM for R university students?
12. Can you provide details on the kick-off meeting or orientation provided for faculty by the OPM to introduce on the instructional design process?
13. Can you elaborate on the training sessions provided for faculty till now?
14. What more training services are being planned?
15. What role does OPM play when the dynamics between the ID from IDF and faculty from R university do not work well?
16. Is this the first project OPM is working on with IDF? Is R university, IDFs first client from OPM? Or have you'll work with IDF in the past with any other university?
17. What was the most important communication or terms and conditions between OPM and IDF when you confirmed R university as their client to work with them?

18. How deeply does OPM check with the skills of ID's that IDF is providing? Did OPM check with IDF regarding how do they hire ID's? How rigorous are their hiring processes and do their ID's have past experiences working with faculty specifically in higher ed? And most importantly how do they match their ID's with the faculty? Do you'll check all this?
19. What role does OPM play if the dynamics between the ID from IDF and faculty from R university do not work very well?
20. What do you think of this process overall? How has everything been?

## Appendix D: Instructional Designer Position at The College of New Jersey

During the course of this research study, I had a position of Instructional Designer at The College of New Jersey. This role has been immensely helpful in understanding how important the role of an instructional designer is and how it interacts with the faculty. The role gave me the practical experience of working as an ID. It helped me understand how the role of an ID really plays a very important role in motivating faculty to implement good teaching strategies. It also made me understand how important good communication, customer service and project management and organizational management skills are in this role of an ID. This role helped me understand the context of the importance of an ID in relation to this research study. This ID role has helped me be in the shoes of the ID in this business relationship and analyze and interpret the data accordingly.

The following were my duties and responsibilities for this role:

- Collaborated with faculty to design engaging learning activities for technology-enhanced courses
- Developed templates and resources that support teaching face-to-face, online and blended courses
- Assisted faculty with their curriculum design needs
- Conducted needs assessments and research on instructional technology and design
- Planned and conducted workshops and hands-on training for faculty
- Assisted project teams in the evaluation and deployment of new systems and resources related to teaching and learning
- Assisted the instructional design team with faculty professional development programming
- Used evidence-based strategies to encourage and motivate faculty to implement effective teaching and learning practices

- Provided support for learning management systems and multimedia-based instructional technologies
- Designed, developed and managed workflow processes to help the college put online courses into production
- Oversaw one to two student workers for support with online/blended courses

## Appendix E: Chapter 4 Themes- Detailed Quotes

### Theme 1: Faculty consider online teaching initiative to be beneficial for their university

**Table 1: All Quotes showing that most of the faculty consider teaching online as beneficial to their school.**

| Faculty/Staff | Quotes |
|---|---|
| **Faculty A1** | *"When R university announced it was going to start online programs, the Senior Administrative Office asked for volunteers. Since Department (Department in which this faculty belongs to) faculty had talked about going online, we were happy to volunteer. So, our goal was to create an effective, sustainable online MS program."* |
| **Faculty A4** | *"But overall it's a good stage at R university. Plus beyond my own preferences, it's good. It is adjusting ourselves to market changes and offering programs that students would like to consume today that people work remotely. I think this stage is important for R university and they are doing the right thing."* |
| **Faculty A5** | *"Well, we were you know we were telling them to 15 years ago or more that it had to happen and the rest of R university particularly the administration were reluctant, you know they didn't want to spend the money. Some of the other faculty were saying, oh we don't wanna be the University of Phoenix so like that. So we were like the champions of all that. But you know out of all the things that I get to do in my life, this was something in the positive end of things, that I wanted really. It was just like part of the job. It's not like the administration pushed us to do this. The opposite is true."* |
| **Faculty A6** | *"I personally have been a champion for R university to go online for a very long time. Because we have enrollment and FT issues and we should have done that 10 years back. But I am happy even if we are 10 years late we are doing it. So I did not need any extra motivation to kind of help process this."* |
| **Faculty A7** | *"No, just asked me to do it. I have a lot of experience. I was in my college the head of the center of excellence in teaching and learning for five years and today I'm the upper-level management staff (a pseudonym used) (at a foreign university) working on innovation in teaching and learning. So this is something that I really like and want to do it. So I think, this is the future of academia. So, um, that's, that's why I think, um, I'm happy to be part of this project at R university."*<br><br>*"First of all, it's attractive for me because this is the, we're in the 21st century and this is the future of our students are going to be, why is it for generations? So they are like technology oriented people and they think for them and to be much, much more natural to use technology and in addition I think the technology really enable you to do and the flipped classroom in a better way than on ground teaching. So. So yes, if you don't, if you want how you say and if you're not there, you're not survive, you want survive or something. So we have to be there. This is the future if not the present."* |

| | |
|---|---|
| | *"I think its very smart. I think it was a smart decision. this is where you have to go… maybe you have to combine hybrid online, but it depends on the distance of the students….how far they are from account from the campus, etc. etc. So It's not easy [inaudible], but Yes I think it's a very good decision."* |
| **Faculty A9** | *"I think it is important that R university is getting into online teaching. We should go."*<br><br>*"Yeah. There is definitely there is a demand. We talked to very good students. I think we have to do it. In this age its a must."* |
| **Faculty A11** | *"uh, you know, just like any other department or school at R university, our resources are limited both in terms of manpower and whatever and, and, you know, money. So we really just wanted to try this out with one of the two-degree options and we chose this Program (program name removed for anonymity purposes) for that."*<br><br>*"I think in general we understand that, you know, the location of the School X (pseudonym used for the respective school of R university in which this faculty belongs to), um, can be a detractor from uh, or yeah, may mainly that certain students are not going to matriculate here, uh, because even within the city C (a pseudonym used for the city in which R university is located) area travel it's just um, too horrible to contemplate. So even people that are just whatever, 30 miles away on the west side of city C (a pseudonym used for the city in which R university is located), uh, the commute to School X (pseudonym used for the respective school of R university in which this faculty belongs to) would be just prohibitive. And so we've seen that for, for a long time. And so we've been, I think very interested in exploring how we can attract students that would have that long commute. How can we put more of our, uh, teaching, uh, into the more flexible online area? So, um, I think when that initiative at R University level, I came up with, I think the School X (pseudonym used for the respective school of R university in which this faculty belongs to) was very interested in. And very eager to try that out."* |
| **Faculty A12** | *"We were getting a lot of requests to receive Program (competency skill related to the Program that this faculty teaches) training. Lot of people were non-residential. Over the past few years, lot of inquiries whether or not it would be able to participate in the program in an online platform. We found the need for online programs. We were really excited to be able to pursue once the opportunity presented itself.*<br>*There was a whole process to select which programs were to be selected to be taught online programs and our program was selected. One of the reasons was the high demand if this degree program is in an online format."* |
| **Faculty A13** | *"we had a lot of students coming saying, you know is there any way we participate in your training in an online format. So we have been talking for 5 or so years, that is there any way we can deliver our graduate level (changed for anonymity reasons) programs online. So when this opportunity came, because a lot of stuff we have done is on our own without much work on R university but now R university getting into the business in a way with OPM seem to be an opportunity for us to expand our training and meet the needs of people who want this kind of training but cannot come to city where R university is located (changed for anonymity reasons) and be residents."* |
| **Faculty A14** | *" I think what I am most excited about is because I think it could help R University. Working on bringing up enrollment. I think this is a really good opportunity for the university and help group our enrollment, we have made a big investment in it and I respect that. And I have really done my best to create what I think it's the best class I possibly could. And I hope that our online programs will be a big success and that will help the university overall."* |

| | |
|---|---|
| | *"But I do feel that I have some knowledge and experience in this space and I do think that it's something from what ..that as a university we could benefit from. So I am excited about as an opportunity to help the university in that way."* |
| **Faculty A15** | *"I think it is probably necessary because there is you know so much that ..so much of the higher education is heading in that direction. So that's probably really necessary that they you know they kind of come into the 21st century and do some online options for students. Because I think you know within a couple of years it going to be probably a lot more necessary for all of the programs to be able to …you know you need an alternative to the residential model. I think this is probably the way that the world is going. So I think it is probably a good idea."* |
| **M1** | *"Yeah. All of those things. So we looked at the external market and in higher education with more and more especially graduate education going online we felt to remain competitive that we really needed to have some online offering. So absolutely everything to do with revenue streams, having to do with remaining competitive, remaining relevant and reaching students who we knew you know wanted to be taking programs here but were not able to move here or whatever we really felt there was enough demand up there if we had online."* |

## Theme 2: Faculty have a difference of opinion on the ideas and guidance on pedagogy provided from the instructional design and OPM staff

### Table 2: All Quotes showing the difference of opinions experienced by faculty from their respective instructional designers.

| **Course 7- In designing for online course 7, Faculty A15 who has background and knowledge about what good pedagogy is, considers the pedagogy knowledge gained to be very minimal in this process.** | |
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| Faculty A15 describes this instructional design process experience as:<br>But I would say that the pedagogy part in terms of what I learned was probably pretty minimal compared to other people who don't study this topic for a living. (Faculty A15) | IDFJM1 describes working with this faculty as:<br>This person was open-minded, yet decisive about what (he or she) wanted to see in (his or her) course. (IDFJM1) |
| **Course 10- For designing course 10 that was developed during the term 1 build, Faculty A5 went through a series of conflicting ideas on how (he or she) wanted to design (his or her) course.** | |
| According to Faculty A5:<br>Not really. Nothing to offer. You know I was wanting to do a lot of synchronous, a lot of having the larger class break into smaller virtual teams, work on an answer, you know I would pick those teams to present back to the larger class. So you know it would be, here is a problem about, you know, may be a coding problem. Or here is a reading and now how do we answer certain questions based on the readings and have them work in smaller groups with 3 or 4 people and have them present that back. And that just didn't fit in their model. (Faculty A5)<br>Faculty A5 also complained about: | ID D did not participate in this study |

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| The ID process people don't know anything about how to teach graduate students. I was pretty much fighting at every step of the way. My sense of it is they are good at doing courses for junior college, high school, undergraduate courses but I don't think they have a clue of how to teach at the graduate level. (Faculty A5)<br>Faculty A5, did not like the idea to create videos for his courses:<br>I told the ID and the others what I was going to do. And they would say don't you think we could use videos. I said well let me think about it and a couple of weeks later I came and said about it, here are the possible ways that videos might be used and here's why I don't want to do it and explain that all to them. (Faculty A5)<br>Faculty A5 disagreed to the reasons provided from the instructional design team and was unwilling to change the way (he or she) designed this course:<br>They said multimedia will increase student engagement which I don't think is true if you look at the literature and I from my personal experience I think that for master's level and above to make somebody watch a 5 minute video or a 3 minute video when you could give them half a page to read you know I really don't think adds to engagement what that adds to why are you taking so long to show me something. They say all we got …we have got evidence…okay.…nobody ever presented evidence. Like I said I have been following this for a long time…I don't really think it is true…It should have been enough that I said I don't want to do it..I should have just ended the discussion..but instead it went on and on for weeks. (Faculty A5) | |
| **Course 7- For the term 2 build in designing for course 7, Faculty A8 brings the importance of structure and preparation when designing online courses.** | |
| Faculty A8 responds as:<br>If we are preparing the course by ourselves, we probably just listed out combine it together in our lecture slides. And we wouldn't design modules way ahead, like now, we are putting on it like more than a half a year, more than six months onto Canvas right. So I wouldn't say if we do it by ourselves it would be so structured. (Faculty A8)<br>Faculty A1 who was also involved in designing this course with Faculty A8 brings out the importance of structure and organization in the online course development process. Faculty A1 mentions: | ID1, who worked with both these faculty, stated (his or her) experience as:<br>You know there was always in my opinion an eye for you know the pedagogy and making sure that the students were the focus you know the student learning experience like everything that we were doing was to that and making sure students were having and are having a really good optimum learning experience. (ID1) |

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| Cannot just leave out a piece. No it has to be included. You have to define clearly, communicate and describe why is this reading important, why is the video important, is it reliable. Analytically. Lots of new activities and thinking. Higher order cognitive thinking. It was good. (Faculty A1) | |
| **Course 9- In designing course 9 for the term 2 build, Faculty A7 also talks about planning the details ahead of time which this faculty has never done before:** | |
| Faculty A7:<br>I never planned a session so detailed. So I always have my uh, my study guide, my powerpoint presentation, students have the reading, students have the assignments before class or in class, flipped classroom, etc. I used all these methods before, but I never really planned it in such detail as okay, the first five minutes will be Intro. It was in my mind but not read them. Then the next 20 minutes will be I'm reading well, reading overview and question and answer, then the next day, so I always planned it in my mind. Never wrote it in such detailed structure. Yeah. Yeah. (Faculty A7) | ID1 who was working to build course 9 with Faculty A7 responds about the importance of planning:<br>So yes so I think you know understanding the importance of having that initial blueprint and having that developed and spending time on that to make sure that each module is well thought through. You know starting with the learning objectives and making sure that those are well developed and then also making sure that everything that's planned for that module supports those learning objectives in the module that everything connects is so important. (ID1) |
| **Course 8- Again, for the term 2 build, in designing course 8, faculty A4 also brings out the importance of structure in this process and says:** | |
| Faculty A4:<br>No. No… I wouldn't say I was impacted by the method or something that is going to change my teaching style. It's more me adjusting myself to the very structured way of teaching online. But it's not about changing the style. It's about being more organized and planned. And also as I told you before I took it up to a limit that I told this will not play anymore for me and then we stopped. (Faculty A4)<br>Faculty A4 considered these details as being a repetition and as not needed:<br>I think it was all over. In everything that we did in the case studies. Defining the objectives. I felt we are overdoing in creating instructions and details. Students are wise and smart. We don't need to tell them exactly every second what to do. So I think it was the whole process like that. So every time that we discussed something they have been very strict and formal and they want to get everything in detail stage by stage. And because of those things that they repeat ourselves. (Faculty A4) | ID5 did not participate in this study |

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| **Course 13- For designing course 13, Faculty A14 talks about ideas on gamification presented by (his or her) ID and thinking it to be not a fit for graduate level education:** | |
| Faculty A14<br>ID did not push, which I kind of appreciated, but this ID certainly made available some of the aspects of gamification. Right, like how to make it like a game, and you know that's just that I have personal preference where I don't think that's really appropriate for this level (name changed) of school. I think that, you know, the students come because they are interested in learning the content and you shouldn't need it put it the video game format. (Faculty A14) | ID3 who worked with Faculty A14 to design course 13 mentions:<br>In my experience you have those two types of SMEs that you are working with some that are, "This is my course I do it my way and no one's going to change my mind." Faculty A14 and Faculty A12 were much more interested in the student experience and how to present the information in the online container that would benefit students. And also they were interested in understanding how they would work in the online experience and how they would use the tools that we've given them. (ID3) |
| **Course 14- In working to design for course 14 in term 2 build, Faculty A12 faced a difference of opinion and did not implement the suggestions provided by the instructional design team.** | |
| According to Faculty A12,<br>For example, based on the multimedia piece there was one suggestion to do a lecture, And I was thinking that instead of doing a lecture a case study would be better to illustrate the design of the content. Just to illustrate. I have done some of that. (Faculty A12) | ID3 working with this faculty to design course 14 experienced the following:<br>So I guess if I really was to put one thing down it's more personality. Are you accepting of change and of a different way of teaching or are you not? It seems kind of simplistic but it seems like that's the way a lot of SMEs tend to function. (ID3) |
| **Course 3- Faculty A10 talks about how a new instructional designer (ID4) who is more open to this faculty's concerns and that certain suggestions from the previous ID do not fit well into (his or her) course design.** | |
| Faculty A10:<br>Well in terms of pedagogical guidance I don't know if that's really you know the focus of it. Because I think pedagogically I kind of know what works and what does not work and I think this ID is more willing to go with me and this ID does propose something let's say that this person individually comes up with sometimes it works really well but when it does not work very well then this ID understands why it does not work very well. (Faculty A10) | ID4 discusses how Faculty A10 was okay to implement a question on 'Reflection' for (his or her) students to reflect and connect it to their own life and how Faculty A11 was not willing to implement this strategy:<br>But I have to say that I was really surprised that well I had a split decision. So Faculty A10 was fine with that. Faculty A10 was fine with incorporating it. We did that in this course. We added quite a few reflections and so at the end of the live session we added a prompt that says you know please come and we do it in social hub. So it's a social hub where you know they have to go and post their reflections after the live session and what new connections do they make and what coaching or feedback they receive during a live session that you know changed or enhanced what they had learned in the asynchronous content, that kind of thing. And Faculty A10 was very open to that. Faculty A10 thought it was fine. But Faculty A11 didn't agree. And this faculty said |

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| | (he or she) had (his or her) own reasons why (he or she) didn't want to do it. Mainly it was because (he or she) already had so much stuff and the course is jam-packed with content. And it is complicated content but this faculty has discussions that are great. (ID4) |

**Theme 3: Ideas and suggestions provided to develop and use multimedia videos for their courses during the instructional design process made some faculty think that IDF and OPM people do not understand graduate level education**

**TABLE 3: Example Quotes from Faculty and Staff for this theme**

| Faculty/Staff | Quotes |
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| **According to OPM Senior Managerial staff, the instructional design staff was not well-prepared to show faculty a variety of videos that fit their needs and level of education. OPMSM1 said:** | *"Now when we ran into issues of faculty not wanting to use VDF, um, the sense that I got is that they were reacting because they didn't see the value and we didn't have enough examples to show them because we can't use what we're doing at other schools to show them. And we were such a new company. So part of the issue of faculty being reluctant to use videos was on our end, on our not being able to show a robust variety of videos and things that VDF could do for them."* (OPMSM1) |
| **Faculty A1 assumes that students at the graduate level can get course content easily without multimedia and through all the instructional materials provided. Faculty A1 assumes that having multimedia is suited for undergraduate students. Faculty A1 assumes that students learn and process information via videos only at the undergraduate level and not graduate level. Faculty A1 said:** | *"The multimedia stuff. Our students don't need that. They get it. We have good clear description of what they need to do. They have all the materials. They are graduate students and not undergraduate."* (Faculty A1) |
| **Faculty A5 thinks videos have their own place and was in conflict with the ID staff at the place in the course they were asking this faculty to use videos. Faculty A5 mentions:** | *"So you know there is a place for videos. But we had a constant fight of struggling with saying, You know the point of this videos for their own sake any more than to have powerpoint for their own sake."* (Faculty A5) |
| **Faculty A6 were underwhelmed by the samples of video presented by the IDF staff. The presentation samples provided to faculty were very basic which appears that Faculty mistook it as being too undergraduate level. Faculty A6 adds:** | *"For example, how do cellular phones work. You know I had slides but if that would have been video that would be helpful. Some of those were done, but at the end of the day what IDF was telling me and many others, I felt like they did not truly understand graduate school education and they were very much hung up on the undergraduate way of teaching."* (Faculty A6) |
| **Faculty A9 was in conflict with the ID staff based on the ideas provided for the pedagogical piece. This faculty member needed to add in more hands-on learning for his or her course and the ID staff were not able to motivate him or her on how videos could** | *I remember I repeatedly say..oh are you sure this is going to work. This is a very complex concept. So umm…you know. So in the end you know we gave for every class we have readings assigned, then we have YouTube videos. They should do the reading. Then they* |

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| **be used for that purpose and fit into this faculty's teaching style. Faculty A9 said:** | *should watch video of the related concepts on YouTube. But I think so far we are you know 7-8 weeks online and majority students don't watch videos…and the majority of students you know they didn't do the reading and can't delay online system. I don't think I account that possibility; this is a graduate level course. It's not simple readings. They do need a lot of hands-on. (Faculty A9)* |
| **Faculty A10 has had a decent experience with designing and developing for videos with the ID staff to represent a case study example in his or her subject area. But this faculty had a difference of opinion regarding if these videos were really needed for introductory purposes for each module. Faculty A10 said:** | *But if you ask me do you really need them…You don't…not really. Not the 30 seconds videos in the beginning…those introductory videos that they have...yeah…they wanted them and I kind of said...well you guys must know. (Faculty A10)* |
| **Faculty A12 considered these video-making ideas to be just flashy and not worth the effort. Faculty A12 said:** | *And one of the things that did come up with my discussions with ID3 is that there was an OPM, I don't want to say requirement but a push towards videos and multimedia... and basically my question was why?. What's the real reasoning behind doing that and beyond being flashy and it was basically just being flashy. So that definitely came out in our discussions. (Faculty A12)* |
| **Faculty A13 just like other faculty also thought these videos to be undergraduate level but also said that a lot of the videos were updated and corrected based on the feedback provided to them. Faculty A13 adds:** | *That issue kept coming up with faculty and so, yeah, we had to kind of educate a little them about the level and that these are working professionals mostly and not undergraduates. There was a little bit of adjustments. Feedback corrected it. (Faculty A13)* |
| **Faculty A14 had to re-do the work on the videos. The videos made by VDF were very elementary level. Faculty A14 said:** | *And I am teaching this course and I really wanted videos that would talk about an actual, course area (name removed), that had been done here at the R University course area that utilize, primarily course area methods. And the first round of videos that the folks made were really not particularly strong. They were very elementary talking about you know… (Faculty A14)* |

## Theme 5: Faculty have been thinking about their students and taking into consideration ideas only that benefit their students during the instructional design process

### Table 4: Example Quotes from Faculty for this theme

| Faculty/Staff | Quotes |
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| **For example, Faculty A1 did not consider suggested multimedia ideas but did consider the idea of having knowledge checks as this faculty thought it is a good** | *I think we were thinking about what the students are more capable of doing. Sometimes, they say no it's fine. The multimedia stuff. Our students don't need that.* |

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| **idea to help structure the live sessions for his or her students:** | *They get it. We have good clear description of what they need to do. They have all the materials. They are graduate students and not undergraduate. That was a conflict of interest. Second was knowledge checks. At first I thought do they really need that. But then I realized it can help me structure the live sessions. [Faculty A1]* |
| **Faculty A4 mentioned that the ID staff respected him or her and were willing to adjust if this faculty did not want to implement the ideas given by them:** | *No it's not something dramatic. I think we see they kind of respecting also. And my opinion is to advise. But they are not forcing me. If we are in a dilemma, they accept my need, my wish and they adjust themselves I say. The cooperation is good and positive. [Faculty A4]* |
| **Faculty A6 was against the idea of scaffolding a course topic of the course repeatedly. This faculty did not let the ID staff provide cognitive support for the same course topic for the second time.** | *Yes. I just didn't agree to their suggestions, you know. For example. It's hard to remember. Not too many but few. So I think for example, one of the labs was to do with Course 2 area topic software and Course 2 related area topic software on the Course 2 related topic (all these names removed for anonymity purposes) and so when I am giving following labs which requires course 2 related topic, they were insisting that in that document I should have full detailed instructions on the course 2 related topic. I said no. They have already done one. By this time we don't have to tell them where they have to go and download all that the thing is like that. The first one I already had it. It was precisely there. Go to this website, download, configure and then do this now little later on in two weeks which requires course 2 related area topic software and they would have these suggestions. [Faculty A6]* |
| **Faculty A7 mentioned that this faculty was working in harmony with the ID staff and the ID staff let this faculty make the decisions.** | *Working in such a harmony. We will discuss a topic. We discuss it and, and I think they let me decide because they understand it. My course, I'm the SME so ... [Faculty A7]* |
| **Faculty A11 also mentions that the ID staff worked in a very amicable way:** | *Yeah, I guess so. I wouldn't call those issues because I mean it's just, uh, people just suggest something that they think is good from that point of view. And, uh, I, I, I might say, well really from the perspective of this particular class, this is really not a good idea. So yeah, I mean we have these kinds of discussions, uh, fairly frequently I think, and we're resolving that in a very amicable way. [Faculty A11]* |
| **Faculty A12 said that working with ID staff was more of a collaboration where they were open to this faculty's suggestions. This faculty considered doing a case study more effective compared to having multimedia video pieces of the course content as suggested by the ID staff.** | *Working with ID's there have been some instances. It is more of a discussion collaboration but they would make a suggestion and I would make another suggestion based on the audience that was coming. For example, based on the multimedia piece there was one suggestion to do a lecture, and I was thinking that instead of doing a lecture, a case study would be better to illustrate the design of the content. Just to illustrate. I have done some of that. It has definitely been* |

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| | *discussion and conversation and not a conflict. [Faculty A12]* |
| **Faculty A13 did not like the idea of having a quiz every week but instead considered having a Discussion:** | *So there are a bunch of examples of that, and the way the designer presented it would be okay: "here is the way I would do it" and I would say "no I think given the way I am teaching and my experience I would do it this way." A tangible example is this ID had talked about a quiz every week and to make sure before the students came into the live session they could pass a quiz on the readings and I pushed for them to do is answer discussion questions amongst themselves you know on this listserv model that we have and have the TA moderate the discussion. And that's a clear example of us going in that direction..[Faculty A13]* |
| **Faculty A14 did not consider the suggestion of gamification techniques from their ID.** | *You know and one of the things that I think this ID did not push, which I kind of appreciate it, but this ID certainly made available were some of the aspects of gamification. Right, like how to make it like a game, and you know that's just I have personal preference where I don't think that's really appropriate for this level (name changed) of school. I don't think that, you know, the students come because they are interested in learning the content and you shouldn't need it put it in the video game format. And I told this ID that pretty much straightforward upfront and this ID was pretty much okay with that [Faculty A14]* |

## Theme 6: Technical Tools fascinate faculty to teach online

### Table 5: Example Quotes for this theme

| Faculty/Staff | Quotes |
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| **Faculty A3 found Canvas LMS to be beneficial as it makes the Assignment submissions easier. Technology provides evidence on when the assignment was submitted by the students. This faculty liked the grouping feature and was also excited about the whiteboard feature in Zoom. Faculty A3 mentions:** | *"I really like in general I like in Canvas that submissions are clear and there is a day you know. You don't have to deal with lots of papers. You know people sometimes tell you that they have submitted but cannot find it as evidence as it is. That's probably going to be general for all electronic tools. But Zoom, I kind of like the grouping feature in it. I was excited about the whiteboard feature. But I haven't been able to use it as a real whiteboard. Its very hard. I even thought the way Tablet to try to write on it, but it's been a challenge to you know to write on my.. …that was one tool I was excited about..it's probably a user thing ..I probably need to get used to it…It has been really….."*<br><br>*"Ya when I pull up slides I cannot see everyone's faces. When I want to show them numbers. I want to put a slide up to show them. And when I do that Zoom completely takes away that gallery of faces. So I see a few faces but not everyone. I have scroll down to see all the faces. And it's not practical to scroll down just to see everyone's faces when I am teaching. So I personally now learned that what I do is I like to put the slide on for like a minute or two while I am talking. Then stop sharing it and then look at everyone. Make sure everyone is okay and then you know put the slide back on. So I kind of like alternate between the slide view and the class view."*<br><br>*"Ya. We both (referring to Faculty A2) face the same problem that you know when we have screen up we cannot see our students. And it's probably a user thing, Thats we are at now. I personally when I joined I actually made a* |

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| | *point to buy a big screen to see everything but I still cannot see all this students at the same time during the presentation. You know how you maximize your ppt slides. So when I do that I cannot see all the class I only see a few on the side."*<br><br>*Referring to Grouping feature of Zoom:*<br><br>*"Ya. They taught me during the Zoom training. But during the first session we only had 6 students. And they were interacting well in the first session. But in the second session, the number went up to 9. But for some reason after that, it was just very silent on their own. So when I you know put them out in groups and work on an example I felt like everyone participated."* |
| **For Faculty A4 technical tools are easy and straightforward to use. This faculty is technologically savvy.** | *"Yeah but it's straightforward. Its like every online tool. It's not something too complicated to study."*<br><br>*"No not something dramatic. I think the tool looks nice. We need to check it one time and then I can perhaps be more confident about the value of the tool."* |
| **For Faculty A5, technical tools are okay. These tools are not discouraging, neither are they too exciting to work with.** | *"You know, none of its not really throwing.Just standard. There are many tools that have really online meetings. And teaching from canvas is okay. We don't have the full long version of Canvas that some universities have. But it's okay. You know it's not anything that discourages me. I cannot honestly say that it excites me at all. It's just canvas and zoom. I have always used a lot of software in my courses. I have had students doing GitHub for a while. I have had students being engaged using many times using you know Google..using various kinds of tools for talking to each other."* |
| **For Faculty A6, the modules feature in Canvas has worked really well. This faculty now thinks of having modules is a better way to teach. This faculty did not do this in his or her traditional classroom. Faculty A6 mentions:** | *"I think the Modules. It is something that I don't do in my physical classes. Because I prefer to keep it simple by going on into files and creating folders. So I create slides for week 1,week 2. But I think if I create modules for each session and provide all the materials in the modules that might be a better way to teach. But I don't do that in the physical class."* |
| **For Faculty A7, technical tools are attractive because we are in the 21st century and this is the state of the art. This faculty mentions:** | *"First of all, it's attractive for me because this is the, we're in the 21st century and this is the future of our students are going to be, why is it for generations? So they are like technology oriented people and they think for them and to be much, much more natural to use technology and in addition I think the technology really enables you to do and the flipped classroom in a better way than on ground teaching."* |
| **Faculty A8 was a bit nervous to use the breakout room feature in Zoom as he or she does not use it often. Faculty A8 adds:** | *"Yeah, mentioned just like I'm a little bit nervous about using the breakout room because we don't use it often."*<br><br>*"Yeah. The technology tools, it doesn't. I wouldn't say exciting. I wouldn't say I know, I know this technology is available. It's not groundbreaking. It's. Yeah."* |
| **Faculty A11 is excited to see how the grouping feature works in Zoom. This faculty really wants to see how the grouping ability done in the traditional format can be done online the same way. Faculty A11 mentions:** | *"Well, frustrated No I don't think. I think I'm really excited to see how that um, uh, how does a group feature in zoom is going to work out? I told you about, you know, the lab portion. Right? And so the breakout room or breakout group or whatever they call it, zoom. Um, so I'm quite curious about how, how well that is going to replicate what we can do on the ground."* |
| **Faculty A12 is not bothered by technology. This faculty is very technologically savvy.** | *"I like Zoom. So far I am happy. I am comfortable with technology. Zoom and Canvas."*<br><br>*"It was more user friendly for both students and faculty. Price was comparable. More affordable. Less expensive."* |
| **Faculty A13 finds the grouping feature of Zoom to be** | *Zoom is pretty reliable and pretty user friendly. And of course it is flexible, I* |

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| **excellent. This faculty is able to see all the students at once when lecturing or facilitating an online discussion. This faculty finds Zoom to be better than other technical tools used for online meetings:** | *can teach from anywhere, from my backyard, if I am in a hotel and so. And again the key is in my other experience a lot of times the technology was not reliable. But Zoom is very reliable.*<br><br>*Yeah, What I like …I like the Grouping function is excellent. The way that you can see everybody while you are lecturing or you know facilitating the discussion, you know having clear videos. Some of the other technologies it was hard to get everybody up at once. So anyway Zoom does really well. Like that.* |
| **Faculty A14 is happy about how they were able to implement the same pedagogical strategies of their face-to-face class into their online classroom using technological tools.** | *"No, I would not say that I was motivated through the technology to do that. I mean I did that in my face-to-face classes as well. So I was just glad to be able to do that in my online classes as well. I mean all I was really looking at is you know what do I find effective in my face-to-face class and how can I translate some of those things into the online. So I am running it. I am doing a flipped classroom where they do all the work sort of outside and we talk about it in there. But that's sort of the way I do my face-to-face class as well."*<br><br>*"No I think it's more subtle that I mean the reason that I really like the face-to-face you know I like being face to face with people. I do kind of try on the interpersonal interactions and I think you get those. I think all of the technology we have does the very best. To try to make the experience as interpersonal as possible. But, I still feel like it's not the same thing. You know I feel that the technology certainly does everything. I guess I don't know it's hard to imagine that like there was something that I really wanted to do I couldn't but it's hard to think like what doesn't exist. What other technology I would like to see. I am really not sure."* |

## Theme 7: Adjunct Faculty are motivated and interested in helping each other and improving their course

## Table 6: Example Quotes from Faculty for this theme

| Faculty | Quotes |
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| **Faculty A2 and Faculty A3 worked together and sat in on each other's practice session to see how they could improve and what they could do to engage their students effectively in their online courses. They also discussed and brainstormed ideas to help students get excited. Faculty A2 mentioned:** | *"So one of the things that we did is we did have a practice course, where we had some other Degree Program (a pseudonym used) students sit in test courses. Have them sit in the courses and test students. I communicated with Faculty A3. We were the first two online instructors. In the practice session, Faculty A3 sat on mine and I sat on Faculty A3's. To be able to say is the anything we could do to improve things and improve engagement. And we are going to talk ho do we improve engagement. It's all about how we can improve and do things better for our students. If we have a class where people do busy work and do not improve, we wasted their time and we haven't improved things. But if we focused on continued improvement then there i always waste, but if we can try to minimize that waste then we have actually extenuated that learning model."*<br><br>*"For instance, there were some problems in getting students to turn in papers. There was a discussion that should we delay the course and have like a reading period. Faculty A3 took tha reading period, that way they gave the students more time to get up to speed. So they delayed t course for like a week. The course was structured the same way with the same due dates. But this faculty decided to not to do a lecture and give students more time. But for my situation, course- which is one of the courses of my Program (course name removed for anonymity) I fel can delay those decisions a little bit, as far as the due dates, but I think the engagement is the most important, so I held that course. And I don't mind having extra course I mean I am not doing it for the money. I am doing it to help the students. I am trying my very very best."* |
| **Faculty A3 mentioned:** | *"Oh Yeah, I very much in touch with Faculty A2 working on the other course called 'Course 1'one of the courses in this Program. Faculty A2 has been very helpful and we tried our best to you know have a good start and understand like the challenges we are facing and you know make sure that what we face is common and anything, in particular, we kind of like brainstorm ideas to improve the way to help students get excited about the content."* |

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| | *"Yes, I think that is absolutely true and that is the most helpful thing in my practice. Because you know sometimes, you don't know the students are not responding because you know, specific students, for example, won't submit assignments and you don't know if there is something they don't understand from you or if it's in general. So when we talk about it we kno that for example that this is common and you know its and that way we can also work with the student success coach who has been very helpful in this process. And the Student Success Coac would help us understand what's going on. And this Student Success Coach needs also help to help students succeed."*<br><br>*"Sure. I think like the main strategies that we face is you know I don't have as much experienc as Faculty A2 has but my strategy was to always to adjust my teaching approach based on the students face. Like I would see in the room that if everyone looks confused, then I would try to change my voice and give them a question or something. But with online it has been very hard because once we put those slides on we cannot see every student's faces anymore. You know, s you cannot really understand where they are at. So what was Faculty A2 idea was very interesting. We both faced that students are not communicating during the class of the second session. The first session they were good. So Faculty A2 said that I am going to ask them to rea the content and then because of that's another thing we face with online students that its a flipped classroom but very few students read or prepare beforehand. So Faculty A2 told me on idea to come up with a question from the content."* |
| **Faculty A7 got help from Faculty A1 and Faculty A4 by getting sample courses from them. Faculty A7 mentioned:** | **(This faculty is a part-time adjunct at R university and is a full-time professor at a foreig university)**<br>**(Note: So there are geographical limitations here. Also the faculty has only been in the instructional design phase and not yet gone into online instructional delivery for R university in this launch of new online programs)**<br><br>*"Very little. I had few conversations with Faculty A1 and also with Faculty A4. But not very long and deep. So we, we exchange some ideas and information but they send me samples. Th send me samples of other instructors or other course that are already built or developed. Totally. So I use them but not personally with faculty members. Just with Faculty A1. Faculty A4. No …I know and we had, I was in, I was last in City name (where R University is located)) So there was a faculty meeting with Faculty A6 and other faculty name from the same program (removed for anonymity purposes) and another name from the same program who is not teaching in the online program (name removed for anonymity purposes) …no…what's the nam of the new faculty member (faculty not teaching in the online program) and with another facul name from the Program who is not teaching in this online program (faculty name removed for anonymity purposes).*<br>*So we had the discussion about how to synchronize the topics and each course and throughout the whole program, which was very fruitful."*<br><br>*"I am doing it in my college everyday. I'm doing it every day but.But not with R University faculty. May be just with Faculty A1."* |
| **Faculty A8 is an adjunct faculty who works with Faculty A1 to teach a course together. Faculty A8 mentions that along with Faculty A1, they try to understand the needs of their students and find the best resources. Faculty A8 mentions:** | Faculty A8 is co-teaching a course with A1. This faculty is a full-time professor at another loca university.<br>This answer is in response to working with Faculty A1<br>*"Oh yeah, definitely. We email we meet because that's inevitable because we're teaching the same course together even though I mean I am in charge of the first half of the course, and he in-charge of the second half but we pretty much worked together on um, like exams, groups projects, and requirements, assessments and we talk often and what happens if students would have issues with quiz, what is a fair solution and stuff like that."*<br><br>When asked more details on issues the following was quoted:<br>*"Well we first find out like what's going on. You know If things are not fine like that were from questions to quiz scores etc then we all consult the canvas and we are going to consult Tech st name from R University and R University Tech Staff and see if this person has any knowledge that we don't, we're not aware of. Try to find some support and making sure that resources available are for students. And just a lot of times we mutually make decisions, get back to the students. Sometimes the student would email a question to one of us and uh, we will just copy t other students with the other person's consent so that they don't make. So at the beginning the students were little bit confused. I think there's a particular to a course that taught by two professors. That it was that at the beginning of the semester it is not clear what kind of questio to ask which professor and they ended up emailing to one of us, I think the best way. Both of us help students understand. That's pretty much it. Yeah."* |

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| **Faculty A15 is an adjunct faculty. This faculty works with Faculty A13 to make it easier for their students when they are overwhelmed with the course load. Faculty A15 mentions:** | (The course 6 this faculty was teaching was completely a new course in their Program . It was never taught face-to-face before. It was created solely for the purpose of their new online program. Two courses from the residential setting of this Program, of which one was taught in the first year of the residential program, and the another was taught in the second year of the residential program. This new online course that faculty A15 was teaching was a combination of those two residential courses. So that's why it was called a new course that was never taught face-to-face. This course and another course (course 5) taught by Faculty A13 in the same Program had the same teaching assistant (TA). The same TA helped for both courses in the same program. And this model of having the same TA for two courses running at the same tim was very very helpful according to Faculty A15. Because the TA knows what's happening in both courses because they're trying to coordinate some assignments. According to Faculty A15 having the same TA for both courses is really essential to the success.)<br><br>*"We have not really talked about pedagogy as much. I would say from what I understand from the TA as well as what Faculty A13 has told me that we will try to touch base and I will send Faculty A13 an email and then we would talk. Like once a week we would communicate via email about how things are going and then other things. Like I have told Faculty A13 that hey really need to do some lecture because they were really unsure about what was important. But will say you know because we have a combined final assignment that was really helpful to I think for both classes to be able to coordinate those things. So that was good. But in terms of like pedagogy I don't feel like he has given me any ideas for pedagogy. I have told him what I have done and I don't know if he is you know used any of that information."*<br><br>When asked to Faculty A15, about what kinds of student issues does this faculty face along wi Faculty A13 the following was the quote:<br>*"I will tell you what we have talked about is that the reading load and the other assignments and everything that required seems to be too much for students. So Faculty A13 and I have bot talked about okay how can we make it easier because they are just overwhelmed. So we have talked about that. And so we are reducing burden for students and it can get better for them."*<br><br>When asked about discussions with other faculty, Faculty A15 answered the following:<br>*"So Faculty A12 and I actually co-teach another class together (in the certificate program). So we have talked a bit about some of the things..some of the issues with the online course. Just a little bit. And I have a really good friend (a faculty within the same school of Program this faculty is teaching at R university) who will probably be teaching another one of the courses s we talked a bit about it too.*<br><br>When asked about what was communicated by Faculty A13 about what has to be followed the following answer was quoted:<br>*"I think it started that here are the things that we want students to know when they get through the course. You know develop a course based on what we want our students to know. So we talked about that initially and we kind of went back and forth on some ideas about what it wou include and what it would not include. And then I developed it based of that discussion."*<br><br>When asked about changing few things for students or any student issues, the following was th answer:<br>*"I will tell you what we have talked about is that the reading load and the other assignments and everything that required seems to be too much for students. So Faculty A13 and I have bot talked about okay how can we make it easier because they are just overwhelmed. So we have talked about that. And so we are reducing burden for students and it can get better for them."* |

## Theme 8: Teaching Assistants (TA's) provide support to faculty in this online process

## Table 7: Example Quotes for this theme:

| Faculty/Staff | Quotes |
|---|---|
| **For Faculty A2, the TA helped in course topic related connect issues and also helped the faculty to grade student's work and give them feedback.** | *"Yes, I had a TA name 2. I did not know what role the TA was supposed to fulfill. I don't believe this TA was involved with the course development process.*<br><br>*"This TA did help with some initial Program Area topic issues. This TA tried to help by giving feedback in the Speed Grader, but I didn't know how to read this TA's comments until several weeks into the sessions."*<br><br>*"This TA held several office hours for the students to help them with assignments."* |

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| **Faculty A3** | *"The TA was available but rarely approached by the students. There were only 8 students in this online course and they rarely requested help from the TA. I think the TA would be needed if there were more students that were actively seeking help.*<br>*The TA also did not have a role in the course development process."* |
| **Faculty A5** | *"Have a TA all the time..Sure..That will be great!*<br><br>*"No when I am teaching. You know the course is developed as far as I am concerned. And ..No…what I had the TA to do back then was basically back then was basically to have a set of student eyes on the course trying to tell me what things weren't clear and what could be made..what could be improved."* |
| **Faculty A6** | *"No I did not have the TA for the course. But Faculty A3 had a TA for grading."*<br><br>*"Probably not. Not during designing. Teaching yes that time I would prefer."* |
| **Faculty A10** | *"No but I am hoping that I have somebody who can help me. Going forward I don't have anybody. Preferred while teaching. I think Faculty A13 has somebody from what this faculty said. I don't know if I have any. I would prefer to have it while teaching."* |
| **Faculty A12** | *"No TA yet. I hope to have a TA when I teach."* |
| **For Faculty A13 the TA helped run important discussions and give students a space to have a different judgement about the course content other than just work with the professor:** | *"Yes the TA was very helpful. Very Essential. TA helped me in the delivery. So the course ..the two first courses were designed to were the TA pretty big role and the TA was for both of the courses so that helped the students in both Courses 5 & 6. They did a lot of communication with the students outside our live sessions. They read the drafts ..they did all the grading. In my class I had a listserve that the students had to answer questions and the TA ran that. so it was a really important part of the process."*<br><br>*"I would like them to do is answer discussion questions amongst themselves you know on this list serve model that we have and have the TA moderate the discussion. And that's a clear example of us going in that direction. There were stuff around you know I really designed so that the TA did a lot of things that enhanced what I was doing as a professor as opposed to the professor being involved in everything and part of that you know logic or experience is that the students need a space where they can just talk without the perceived judgment of the professor. So you know the design is they can meet with both of us and you know some do but there are times when it's just the graduate students and the students."* |
| **For Faculty A14 the TA helped re-do the video development work. This faculty was not happy with the multimedia videos developed by VMF.** | *"Ya..I don't really have an issue with any of the videos that I have worked with. Even the Video Making Firm folks I know they are working really hard on those videos. There is ton of work involved. I just think that in the end, if you are working with somebody who does not know the content, its too much to ask for them to be able to create content, you know what I mean. Just, I haven't seen them be able to do it. But even before we started I was thinking how are they going to do this. Because..So even for the PowerPoint slides. I took my Powerpoint slides and turned them into brief videos for each class. And initially they tried to do that and I had to re-do them all. I actually got my TA to do it because if you just don't know the content you just can't.. and even if I gave them my powerpoint, but to turn that into a video, required at least a level of understanding of what was in that powerpoint that you know was lost in translation. So this was my biggest thing. You know they can only be so much help to us, if they don't understand the content."* |
| **Faculty A15** | *"Yes. it's great, having a TA is fantastic and I will tell you what I've learned. Because again so my course is though you know one of the first ones being taught and the other courses Faculty A13 Course 5.*<br><br>*So TA name (name removed for anonymity purposes) is the teaching assistant for both courses simultaneously. And that model is actually very very. Helpful. Because this TA knows what's happening in both courses because we're trying to coordinate some assignments. Yeah having her pupils be the teaching assistants for both courses is really essential to the success. And we decided on that model."* |
| **M2** | *"It is common for faculty among online programs to have a T.A. that is slightly according to R University policy which varies by department so some departments have a policy where if you have X no of students you're eligible for a T.A.. That rule would still apply to online if you have X number of students to be from program name (one of the online programs at R University- name removed for anonymity purposes ) has received permission to have a T.A. that split across the two courses because combined they meet the minimum threshold. There* |

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| | *is also a TA that we have hired for each for the program that is funded through the online initiative to help more generally across programs. So there's two different types of TAs and some. And one of them is supported by R University and one of them is supported by the department."* |

**Theme 9: Regardless of the experience or impact on their pedagogical knowledge from the instructional design process in this business partnership, faculty are planning on applying at least one (or more) of the teaching techniques learned or using at least one (or more) of instructional materials created during this online course development for their traditional face-to-face classes**

**Table 8: Example Quotes for this theme:**

| Faculty | Quotes |
|---|---|
| **Faculty A1 has learned about learning objectives from this instructional design process. This faculty will try to think carefully about the content of the course and why it is needed at a specific point of the course. Faculty A1 said:** | *Probably. It is helpful. But it is not easy. Try and think more carefully about, Why do I want that content at this point in the course? What is the purpose of it? How is it impacting? What are the learning objectives of the course? I will question such things when I do it. I think it was a good exercise. [Faculty A1]* |
| **For Faculty A4 it was Polls and Icebreakers that they would take it to their traditional classroom. This faculty said:** | *Yeah give some nice approaches. It's more academics not my content domain. But they showed me some tools to create Polls and also they came up with some Icebreakers that students can use to know each other, so it's kind of you know this kind of thing can be helpful when teaching in class. But it's not dramatic. I wouldn't say I got any significant contribution. It was very minor. Taking from the online into traditional would be very minor not something significant. [Faculty A4]* |
| **For Faculty A6 it was segmenting the course content that he or she would do the same for traditional teaching. Faculty A6 said:** | *"I now feel that if there is a week where my powerpoint is 45 slides, it probably makes sense to break it into 3 pieces. So just take a core idea and have a set of 13 slides. And make that set. Which is something they were insisting I do. And that is something that I like. And I think I might implement that in face to face teaching. So segmenting the contents is something I would do."*<br><br>*"I think first time you do this you don't know what to expect. Now that I have gone through this process. I think I am okay if I am asked again to take it. Like right now I am teaching an absolutely a new course that is another course for this Program in traditional format (description changed for anonymity purposes). I think it is much better organized, keeping in mind the segmentation and modules. And if I have to take this online. It should be very straightforward. It should not be problematic."*<br><br>*"I think the Modules. It is something that I don't do in my physical classes. Because I prefer to keep it simple by going on into files and creating folders. So I create slides for week 1,week 2. But I think if I create modules for each session and provide all the materials in the modules that might be a better way to teach. But I don't do that in the physical class. "* |
| **For faculty A7 it was using more technologies for on-ground classes as well. This faculty said:** | *Of course, of course. I think I'm going to include or combine more online activities during my on-ground course or into my on-ground courses. So it's going to be a more hybrid course. I have used technologies for many years when I teach on ground, but I'm going to use more and more. So yeah. [Faculty A7]* |
| **For Faculty A8 and Faculty A1, they were teaching the same course face-to-face when designing and developing for the online program. Faculty A8 mentions that they were using some teaching and learning activities learned from the online course development process into their traditional classroom as well.** | *I just feel like this course, like yes, fall session face-to-face first time also for this course, it's really helpful. Okay. So now we are updating the online course material based on face-to-face that we experienced. Yeah. Yeah, like the problem solving parts and what do we do. Like in class activity? No, we're kind of updating it because of a face-to-face experience. Okay. So the face-to- face really helps the online hybrid design, not the other way around. [Faculty A8]* |
| **For Faculty A9 it was the knowledge checks.** | *Yes definitely. There were a couple things I really I think are good in the sense that they are small knowledge checks. [Faculty A9]* |

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| **Faculty A10** | *"Well, I'll say this, that when I'm teaching now, so, um, so here's, here's a unique experience I'm teaching out of the ground, the chorus. Then I'm also designing online at the same time and I'm thinking in my head, man, I'm not giving them what they could get online because I found some new things. And unfortunately I wrote this course before. I found a few things. So I told them you may be seeing some things that are not in the outline because I found some new things that I really like so in a sense by bringing better videos by, by coming up with maybe an interactive that OPM would help me program, you know, um, I could be a better teacher. ."* |
| **Faculty A11** | *"Yes. So maybe in the past I've shown a certain graph on a slide. Yes. And it was kind of difficult to explain. So now we're going to have a video that shows how that graph is being built up. Right? So, so imagine it's a graphical function or something else. And so the video would show, um, individual, uh, points on that function graph, how they're being calculated. Yes. So you build the points and then you sort of connect them and what allowed that you have your function graph. Yeah, this is quite useful and it will be useful both for teaching this online, of course, but also useful for teaching this in a face-to-face in the future. So I think this is just as good, um, uh, and, and perhaps that's really all that can and should be done."* |
| **Faculty A12** | *"Yes so Discussion questions. We went through the level of questions thinking about concept vs content. It was kind of interesting to learn about the different types discussion questions you can ask and how you can elicit the different kinds of responses that show either surface level understanding or much deeper level understanding of the concept. So that's one example. Other pedagogy is I think you know using a poll to assess what people's understandings are before the classes helps you focus on specific content rather than assuming everyone knows the same thing."*<br><br>*"I will use Polls, Higher order discussion questions. More later on."*<br><br>*"Yes. Use this organization and Structured content in the face-to-face class as well. I haven't really sat through and done it. But definitely the format of the interaction will be the same in terms of how the material is rolled out and presented."* |
| **Faculty A13 is already using many of the instructional materials for a similar course for the residential class. Faculty A13 said:** | *"Absolutely! In fact I am doing that right now. So I am teaching exact same, no not exact but close to the same course to residential students. And I am using a lot of the material and some of materials work well in the residential program and others not so well. But I am testing that out because my vision is that I can use what I have created. Residential courses, online courses, professional development, workshops, you know the materials when all put in place, I can pick and choose how to use. And thats a great resource. You know I feel now wherever I go I have this, you know resource of tools for teaching the topic."*<br><br>*"Not really. You as I said for me I do the same course residentially. The benefit was this made me really think through what I was doing and add new things and you know refine somethings that you know could be done better. Now that I thought about it in this way of having the objectives of the course and objectives of each week and so forth. Now I think going through and doing this has now really improved my residential course with all teaching in Spring. So it goes hand in hand. The basic idea is that the more you put in developing the course the better it is usually. Not so much..one part is having the instructional designer. We never had that for residential courses. But we also have never asked to put so much thought and effort in to our residential courses. But we are being asked to put it in to the online classes. So what I see in my view that its not the online that is making the course better. It's that what you do in online you get an instructional designer and you are asked to put a lot more time in your course and if you did the same and put the same thing in a residential course I think you would improve that too."* |
| **Faculty A15** | *"I don't know I will have to think about that. There may be something that I would want to use like some of the immediate (mediate…not sure on audio) things that have been presented. I might use in a face to face class if I can to have students use. So I think that's been beneficial. To be able to make use of some of these immediate (mediate…not sure on audio) pieces that I could not have done. But I would not have known how to physically produce. So that I think I would consider* |

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| | *definitely and if I could I would use some of those other immediate (mediate…not sure on audio check again) pieces for a face to face class."* |

## Theme 10: Issues and concerns with the background and skill-set of instructional designers from IDF and the IDF course quality assurance procedure creates a question mark on the quality and reliability of the courses created and faculty professional development and pedagogical knowledge

### Table 9a: Background and Relationship of the Instructional Designers with IDF

| Instructional Designer | Quotes |
|---|---|
| **ID1** | **"***I'm on a contract basis. So you know my other experience was I worked for an educational publisher prior to joining IDF and I worked in business development for about a year and then I worked as a content developer after that for a few years and worked directly with faculty in the revision of textbooks for courses so I have that experience. I don't know why when I saw that question I thought not sure. Exactly how it compares to an institution OPM partnership model. I know it's not exactly the same but I haven't done that I have worked in training development directly for a company but it was corporate. There was corporate training so it wasn't you know directly with that …. So I haven't had the experience of working directly within an institution. I have worked in higher ed so I worked for a higher ed publisher as a content developer. So I worked with developing learning objectives. And I worked on the textbook and digital product revision side.* **"** |
| **ID2** | *"I'm a contractor. Um, I do not have any previous experience working with faculty from a higher ed institution without the OPM model. No, I worked primarily in corporate. [ID2]"* |
| **ID3** | *"Yes I have over 20 years of experience working in higher ed designing college courses with faculty. Many places. I did mainly contract work. Yes, absolutely. Most of my experience is without an OPM model. Most of it is directly with an institution. So for example in R University I would work directly with R University or…. But I have had many experiences where I have worked in a third party form. So this experience wasn't uncommon to me and many times I've been hired by publishers for example to work with faculty to develop a course."* |
| **ID4** | *"Yes I'm fairly new and I'm new to this kind of academic instructional design space. I joined in May (year no removed for anonymity purposes) and I come from a corporate instructional design systems training background; Okay, so I joined the IDF in May and was appointed first with R University; I am on a contract basis. "* |

### Table 9b: Quotes from faculty for this theme

| Faculty/Staff | Quotes |
|---|---|
| **According to M2, Senior Managerial Staff at R University, the IDF provided via the OPM was not efficient and did not meet the expectations of the faculty at R University. IDF had several technical issues from the course development side and their teams were also distributed across varied geographical locations which added problems to the communication. IDs from this firm were part-time and on a contract basis and had a lack of creativity in instructional design ideas and suggestions. There** | *So ummm I think it's a variety of things and I want to say, you know, that IDF was working towards, you know, a shared goal with us. You know they were working towards refining their processes both, you know, objectively to make them cleaner and clearer, and more efficient and also subjectively of matching them better to R University expectations …..so they were making some progress …the issue is I think is there were a lot of factors that you use mentioned kind of came all at the same time. There were technical issues which were* |

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| **were some serious issues with the Quality Assurance department of this firm. Their process management just did not fit with the OPM-university model where the IDF was outsourced separately. M2 adds:** | *because the teams were distributed, there was a gap in response frame…because the IDs themselves were often part-time and independent contractors they may have not felt as empowered to work as thought partners with our faculty as would have been more productive than appreciated. So the creativity level of the actual instructional design suffered. I do think as you have pointed out the background and the skills of some of the individual instructional designers was not necessarily the best fit for the content and the context here at R University. I think that the ummm…the approach that they took to the instructional design process to develop the process was just a little bit too distributed to really work when layered on top of the OPM contractor role and finally I think they had some regrettable deficiencies in the QA department. I just think they were not consistent or careful enough in their process of ensuring Quality and Accuracy in the product. And I think when you combine all of these factors it was just too much to deal with to think that we could solve all of those problems. And then they could have addressed some of them as when we were making progress for some of them but I don't know if we could have addressed or solved all of them. [M2]* |
| **For Faculty A1, their ID who was ID1 only had good organizational skills but it was only IDFJM1 who actually provided pedagogical ideas and suggestions. Faculty A1 adds:** | *"So yeah. So ID1 is really good. The thing that is needed is you need IDFJM1 who could do all of that stuff plus this ID had …ID1 did not have ideas about how to…you know okay you want to do this thing in the class..what's the best way to do it. "* |
| **Faculty A2 complained about the number of technical problems while teaching from IDF side:** | *"I did not understand the role of IDF, I was introduced to an R University employee or contractors and OPM, but it was only later that I understood there were people from IDF. We had a number of teaching problems technically"* |
| **Faculty A3 has tough times with change requests to IDF:** | *"I usually contacted the instructional designer for changes. Change requests have been very difficult as there are so many issues in the content and instructions. I did not use the ticket system except once when the live sessions did not upload."* |
| **Faculty A5 complained that this group of IDs did not have creative people:** | *"No Not really. You know I have met a lot of IDs…a lot of people got doctorates in ID and masters degrees in ID and they are all just like they would be in my Program area…They are all over the bar. Some of them are really thoughtful and creative and most of them are not and I think this is a group that hired a bunch of people who are not."* |
| **Faculty A6 mentioned that their ID (ID3) did not have good organizational skills:** | *"I think ID3 tried to do best. But at the same time one common thing I saw is that, for example, when this ID would connect via Zoom, this ID would connect to their desktop. His or her desktop would have at least 13-15 tables opened up. So clearly if I have sent this ID a document then this ID had put it somewhere else. Like one day I saw another R University Program area document pop up in my course. So that should not be happening. They should take care. So then I had to point that out."* |
| **For Faculty A8, their Instructional Designer was playing a role that was more like a coordinator. Upon being asked who was your ID, Faculty A8 mentioned:** | *"Yeah. It was not like an Instructional Designer ..but more like coordinator ...This person's actual title, you probably can find out. ...from IDF…This person's name is ID1."* |
| **Faculty A9 complained that half of the time this faculty was helping the ID (ID2) organize and where the documents were located:** | *"So often when we have a weekly meeting half the time I was helping ID2 organize and find where the documents are. So that is bad."* |
| **For Faculty A10, he or she did not like the idea that their first ID pressured this faculty not to care about his or her notes which this faculty completely relies on to teach this course:** | *"Well, motivation or pressure, I was pressured to not care about my in class notes, which got to the point of making me sweat a little bit. "* |
| **Faculty A11 complained that their course was basically moved online from the traditional format with no new pedagogical strategies or ideas implemented:** | *"Yes. Uh, so I think the expectations that I had in the beginning where that, you know, the ID would, uh, have a good level of understanding of the content of the course that they are developing* |

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| | *for. Yes. So that we can really think about, okay, now that we understand what the content of the course is and should be, how do we modify what we're currently doing in the face-to-face modality, right? How do we modify that to the online modality? Where are opportunities for additional and different pedagogical, um, uh, ideas, choices, right? Approaches. Okay. So how are we going to make this different? How am I going to make this great?, But, it's not just a copy of what we're currently doing and just put it online. Yes. And so that's kind of the level that I thought we were going to discuss this as here, but that was totally not the case. "* |

## Theme 11: Lack of student enrollment from the OPM side lead to frustrations among faculty and hampered their motivations to teach online

**Table 10: Quotes supporting this theme**

| Faculty & Staff | Quotes |
|---|---|
| **Faculty A10** | *"OPMSM1 will tell me about the deadlines because they send a weekly update. Okay. So you're here, you see the update and then you would also get emails from M1, the provost to say, you know, we're trying ABC and Dand see what's going to work. So I think it was like if you think about it, it was at the university level, M1, it was uh, the program level, M2 and it was the OPM group. So, you know, look, I'm not going to say it's not discouraging because you worked your butt off to make a wonderful class and you're, you're, you know, you're, I'll speak for myself. You're kind of nervous, right? Yeah. It's going to do it. And I could do it in front of me. Go, oh I can do it in your head is off the block, but then you sit back after like three days and you say, well why the hell did I work so hard?"* |
| **Faculty A13** | *"I am actually designing a second course in the summer well…I was gonna teach in the Spring…but it does not look like enough students for our new cohort to take our first few classes. I think they are going to have 3 or 4 and they are going to put them with the first cohort in the second wave of class. So that's a change.they haven't done good enough marketing and recruiting to have a second cohort start in the Spring. Yeah, so the plan for each of the online programs is that they would have a minimum of 15 new students starting Fall, Spring and Summer and so umm…both the you know the name of one of the Programs and the name of one of the Programs (name of Programs removed for anonymity purposes) have I think 8 or 9 students in the Fall. Name of one of the Programs did not have enough so they didn't get started. Now in the Spring the last I heard was at least for our Program in name (removed for anonymity purposes) probably gonna have 4 and so instead of running them you know as a complete group going through the courses they are going to add them to the courses that the first cohort of 8 are taking. Yeah it throws the whole thing. The company's role is to you know do the instructional design on a schedule and then do marketing and recruiting so there is at least 15 students every semester. And you know they haven't been able to succeed in that."*<br><br>*"Well the OPM told us that the way this process would work is that given their experience and so forth that they would have 15 good students each semester and plan for faculty to be available to teach a course. They get paid so in semester 1 you know they didn't meet the 15 and we ran with 8 students but that was sort of okay we are getting up to speed and then semester 2 they are down to 4. You know that after putting a lot of time and money to this. So the instructors that were gonna teach their classes were cancelled and the instructor that were going to teach after they have already have their beginning courses now have to teach that haven't even had this Program area course yet or Course abc (name removed for anonymity purposes-this is a course taught by this faculty in this program area). So it messes* |

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| | *up the experience of both the faculty and students by them not delivering on their promise of 15 students each semester."*<br><br>*"They came to us and said you know we really don't have enough students to run the PreReqs. Can these other start with the…they design second semester courses and then when you teach in the summer you know the summer cohort can may then go backwards and take course 1 and 2 after they take course 3 and 4 in the Spring. So it's messing up the whole design of the program."*<br><br>*"Yeah. We have to explain to them why they are not taking the first two courses and they are jumping straight in with the group that's already had those courses ..taking courses 3 and 4..so anyway to me that's a bigger performance problem than the instructional design. You know they had promised marketing recruiting..so we designed based on those promises and you know many of us have seen what they're doing. We don't think they have that design well you know the recruiting and marketing piece. [Faculty A13]*<br>*So hiring and OPM is in charge of all components of this program. And they should have hired a firm and put the resources in to get 15 students per semester in each of these programs which is 45 students total and if you look at SchoolX (name of another school is the same local area as R University) or many of our other successful competitors they do way more than this every semester. So anyway you look at it they haven't delivered on their promise which is creating all kinds of problems for the students and the faculty. Which I think in the long run could really undermine this whole effort. So if I was in charge of OPM I would be really trying to fix that you know problem the best that I could. [Faculty A13]*<br>*Faculty are losing confidence I think a little bit in the whole process because of the lack of students and lack of performance on reaching those goals that make us be creative with our design… so we thats why for some students… for the second wave of students we have to start with brand new students have to start with course 3 and course 4 which were designed based on the assumption that they had taken courses 1 and 2. So there are some challenges there…I hope the team figures this out in the future."* |
| **M2** | *"Yes, one of the programs (Program X) did not run due to insufficient enrollment. In a normal admissions cycle, it is expected that a full cohort is admitted and registered for courses about a month before the start of term. Most enrollment projections assume a full marketing and recruitment period leading up to that point in time. In the case of this program, the marketing campaign was launched at a late date and the recruitment activity never caught up to projections. It was clear a few weeks before the start of the semester that the admission funnel for that program was well behind projections, and that the program was in jeopardy of not meeting targets or even course minimums. OPM proposed short-term actions that they hoped would result in a final wave of admits, and R University agreed to allow the admissions teams to keep working up to the last minute (the week of add/drop) with the hope that we could admit the minimum needed to launch the program. OPM and R University were in regular (daily) communication during that period, and faculty and program staff were updated regularly."* |
| **OPMSM1** | *"Our goal was 15 and we got, we did not make the goal of 15, we had 10 in one cohort and eight in another and we did not have sufficient number of students to run Program X. And so the four or five students who were enrolled, we thought that was too small. Anyway, so we have to let those students know that we're going to fold them into the Spring of 2019 cohort and then we're actively recruiting to fill that cohort now. So we would have liked to have 15 students, but we were not surprised. It's a new program. "* |

## Theme 12: Faculty who did not participate in the instructional design process and who were only involved in teaching the online course faced difficulties and confusions in teaching online

### Table 11: Example Quotes for this theme

| Faculty/Staff | Quotes |
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| **Faculty A1, claims that they had to hire adjuncts because two of their faculty were on sabbatical leave for the Fall semester. Faculty A1 mentions:** | *"Because they were both on Sabbatical in the fall. So then we had to hire. So we either not to start the program in the fall or hire Adjuncts. And that was you know just one of those things and we hired Faculty A2 and actually we thought about somebody else for that course and then that did not work out but that person gave us a lot of notice. So we hired Faculty A2. And Faculty A2 you know was..the course was not really finished on time. So you know but Faculty A9 worked with Faculty A2 and you and Faculty A2 had own ideas about how he or she want to teach the course and some of that. But this is the first time we have ever done ..you can't anticipate all the things we had. And then Faculty A3 came int early late because the person who was suppose to teach that course turned around and said you know oh I have so many ..I am doing some change of work..I just don't have time to do it and just too busy at work and that was kind of a late change as well. So you know. Just Unfortunate."*<br><br>*"So in one of the course because the students did not have the proper preparation they got kind of behind in the beginning of the semester and I think in both classes in our Program. They were a little behind. You know and it is designed for 14 weeks. You know delaying it a week or two does not matter. But what turned out was that they couldn't not cover as much as they wanted. But the exam covered more than what Faculty A2 was able to cover during the semester. So now this faculty want to modify the exam then he or she had to go back to Faculty A9 and Faculty A9 had to ask Faculty A2 and all that kind of stuff. So you know which was fine in one way. I don't want the students to get less knowledge than I want to be able to provide. But on the other hand you know it's the first time through…look I want to modify the exam because I did not cover everything and I emphasized different things than I thought I would then I should be able to do that without having to have some third party which is IDF you know do all that modification for me because that's almost like a split second decision I have gotta decide you know what I can figure it out way ahead of time. It's the same problem and in all those situations something comes up I need to be flexible when I am teaching I am not gonna..you know I don't want to be strict into everything that was baked into the course."* |
| **Faculty A2 complained about design decisions. This faculty mentioned that students were struggling with one of the assignments in the course design right then:** | *"Until the course is well tested, I believe this to be true. I have taught courses developed by others before, but they have been thoroughly alpha and beta tested. That is, the major issues have been worked out and it is easily for the instructor to understand the intention of the designer."*<br><br>*" I have taught the Course 1 area course before (which I designed), but this online course had never been taught before in its current format. I wondered why some concepts which I deem to be critical were not covered and yet some more advanced where included. This of course is the decision of the designer, but it made it hard for the non-designer to teach."*<br><br>*"I was given access to the class and was working through the many changes that would be needed when I discovered only two days before that I had been working on the wrong class. This was a result of the actual class being assigned to my existing student email and the faculty email being assigned to a non-production class."*<br><br>*"They don't have enough money to pay me for this. Faculty A9 was already developing the course. We didn't want to have both (mine as well as their) of use working on the design. I did not have the time. I was busy. Someone else was already developing the course. So there are design decisions you think and make about. One of the assignments students we are doing right now I think the students are really struggling with it because they don't really see the point. So instead of that we should be doing or asking…so where are gaps and knowledge…and not ignore that."* |
| **For Faculty A3 who taught the course designed by Faculty A6, teaching would have been more effective if this faculty was also in the design process:** | *"I mean I like it. I think its really really exciting. You know of course there is always room for improvement and as we go I try note those down. But I am again because I like came in late so I did not have like a lot on the design process itself. I am not sure .."*<br><br>*"Yes, I think my teaching would have been more effective if I were involved in the design process."* |
| **Faculty A6 mentions about the number of courses to be taught by each faculty and the** | *"I do not know why. Ideally it should have been me teaching that class. But because we are limited in strength here and there are other courses to be taught, so I was you know, I was not* |

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| **limitations within the University but agrees that ideally they should have taught the course:** | *asked to teach that and they thought that..I think there is a thinking that Online teaching should be done by more adjuncts may be. So we can get the process started.That's a really bad bad thing. I agree."* |
| **Faculty A9 who designed the course that Faculty A2 taught agreed and wished this course was taught by themselves as Faculty A2 did not have the right training from the design side:** | *"I am not teaching next semester. I am going to be excited. One thing I want to say I have wished I was teaching the course I viewed this semester. Probably would have been little bit better because Faculty A2 ummm..was not participating in the course view and did not have enough training on this and I told them I should have a meeting with Faculty A2 but they said you don't need it. But in a sense that Faculty A2 for example…because Faculty A2 was not in the course view..he did not even know that the assignment was wrong. Right. You know so even when the third assignment was wrong he still gave it to students. He should have contacted me saying Oh the assignment looks wrong..whats going on and then that could have been corrected. So if I was doing it it was so you know it was so much better."* |
| **According to the Senior Administrative Officer (M1) at R University, Size of the Faculty, Sabbatical Leaves, and other commitments for faculty towards the Residential Programs are to blame:** | *"Yes I mean we did everything we could to put in the contract that if they are designing they have to teach it at least the first time. But the reality of Sabbatical and other commitments for the faculty means that we have to be faculty. So in most cases the faculty designing it is they are teaching it. But not in all cases. Like Faculty A6 is not going to be teaching."*<br><br>*"Yes then we have a commitment to have our core faculty to continually teaching in the online program. But there is such a small faculty that they cannot do both all the time. So."* |
| **The Senior Managerial Staff (M2) at R University suggests that for the first few offerings of the course it is best if the faculty who designs also teaches it, but when that is not possible, then both the faculty work in close consultation for course audits and revisions, and when that is not possible as well, then the faculty who teaches it studies the course carefully in advance and is well-communicated with the instructor who is designing the course and the Program Leads for this:** | *"It is best for the course author/course creator to teach the new course for the first offering, and preferably for the first three offerings. In the event that is not possible, my recommendation is that the course creator assume a formal (and paid) role as course lead who will work in close consultation with the section instructor through the first offering and the first audit/revision process. Again, unfortunately, sometimes that is not possible as well (usually due to availability issues). Those instances are often challenging for both section instructor and students, but can be navigated more successfully when the section instructor takes the time to study the course carefully in advance, and to keep open communication with other instructors and faculty director in the program."* |
| **ID2** | *"No I don't think so. I think that you know I, my doctoral work was completed through an online institution. So I have first hand experience with you know the experience of taking a course online. And I knew at that time that the course has been designed and developed by someone else and is being taught by someone else. I think in the world of OPM and institutions that the courses will probably need to be in structure. So a subject matter expert can design the course and produce a template which is what we did with Faculty A9 And then the next instructor that content can be handed off to her or him and he can make small tweaks to make ti his own. I think that's a suitable way."* |

## Theme 13: Lack of proper process management between OPM, IDF and R University staff make some faculty frustrated and de-motivated to participate in the instructional design process

## Theme 13- Sub-theme 1: Lack of proper technical training from OPM & IDF Staff/ Faculty demand for just-in-time support and hands-on training on technical tools

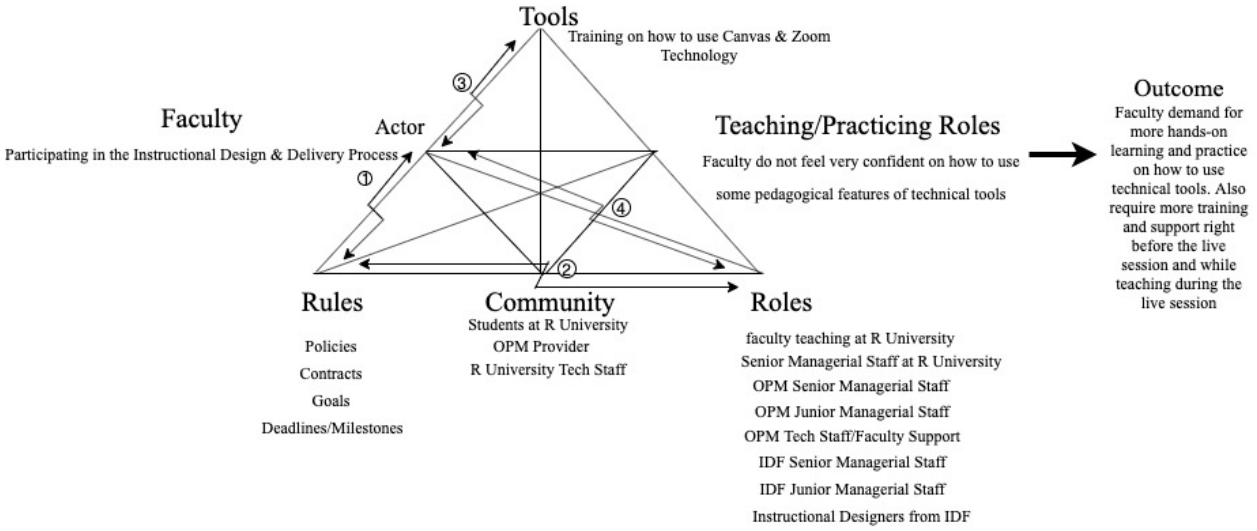


*Figure 19-1.* Activity System context for Sub-theme 13-1.

**Table 12-1: Example Quotes from Faculty for this theme**

| Faculty/Staff | Quotes |
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| **Faculty A1 mentioned that the training was given a long time ago and this faculty was told that a manual was made but no link was provided. Faculty A1 adds that he or she is not confident at all to use these tools. This faculty suggested having a mock session for all instructors especially on all the pedagogical features of Zoom.** | *"Yeah I mean they did some basic training a while ago and they said they made a manual but I haven't seen a link to it that has a set of three different courses that we were suppose to go through but you know ..but I don't feel confident about it at all.*<br><br>*I just have to go through the training and figure it out. I mean they have OPM tech staff name 1. So you can contact her anytime if you ever have a problem issue and you can't understand how to do something this person will help you through it. I did a session with this person. This person walked me through some aspects of zoom but I don't remember it so I need something written down. Or like a follow-up right before a course.*<br><br>*I even suggested this in the Fall that the instructors should do at least one or may be two a mock session just to use all those tools.. Do a breakout..you know screen-share…lets screen-share so that the other side could screen-share..etc.."* |
| **Faculty A2 was only involved in teaching the class and mentioned some training had been given.** | *"There were several sessions on Zoom which I found to be very helpful given by OPM and R University. Later in the semester, I started having a one-on-one meeting with each of the students and that I found to be very useful, but this was not suggested in the training. Of the 10 students only five completed the class, so being able to find the problems that individuals had might have improved the outcome."*<br><br>*"What I needed that I didn't get was training in Canvas. My TA had added some comments in the Speed-Grader, but I had always entered the grading from the Grading tab and so the comments were not visible."*<br><br>*"As I mentioned elsewhere, my knowledge of Canvas was very limited and having more training in this learning management system would have been very helpful."* |
| **Faculty A3 was only involved in teaching the class and mentioned some training had been given.** | *"There was not any pedagogy training. Uhh, it was just mainly on Zoom. The two formal sessions were with IT person (name removed) from R University tech staff that was just the main features of Zoom. And you know like the scheduling, you know all the the settings. But with OPM tech staff name 1 who was from faculty support from OPM, it was more like on using the Zoom features to teach. Like how do you use groups, how to launch a poll, how to change views from speaker view to gallery view. And how to like for example turn off one of the videos if you need to like if there is something inappropriate for the classroom and you have to turn it off. How do you turn off your own video..and things like."*<br><br>*"I would have also liked having training on the installation and use of RPNow student."* |

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| **Faculty A4 needed some practice and revision on how to use some pedagogical features of Zoom right before teaching** | *"IT person 1(name removed) from R university was very positive as always. This person was offering training. So, I was joining one of them. This person successfully showed me how zoom works and what we can do. IT person 2 (name removed) and IT person 1 (name removed). So R university trained and no one else from OPM trained."*<br><br>*"Yeah but it's straightforward. Its like every online tool. It's not something too complicated to study."*<br><br>*"I just went to IT person 1 (name removed). This person has on Fridays one hour. This person went over Zoom and showed us something to do. This is the only thing I took, perhaps before I go actually to teach before the Fall of next year (year removed) I need to practice but now it's only the stage of preparing the course so it's not that important. I think before I start teaching it in fall of next year (year removed) I need to practice again so that I get to learn exactly how to do breakout rooms and know students but I think the tool is friendly enough we can get it."* |
| **Faculty A5 needed some practice and revision on how to use some pedagogical features of Zoom right before teaching** | *"Yeah..I ran through things that I expect to do with a group of a of student volunteers. I am probably you know confident about 70%. They're undoubtedly will be ways to get better as we do it for a while. I am not a 100% on it.*<br><br>*Group of students by myself. OPM didn't do anything.*<br><br>*Probably some helpful. Training is always helpful. Yes, Sure its…."* |
| **Faculty A6** | *"The training part I really think is more needed for people who end up training. I believe training something that should be given importance. Specially those who are teaching. So Faculty A3 and Faculty A2 received zero training."*<br><br>*"Yes. I think it was at R university by OPM. It was by OPM tech staff name 1 and name 2 (names removed for anonymity purposes)…somebody was there from …*<br><br>*Honestly I did not pay attention to that. I did not need to know the bells and whistles of zoom because I was not teaching. But I think if I was teaching that would have been important. But I still looked at it. But Faculty A3 was not even there. It was more needed for her."* |
| **Faculty A7** | *"Yeah, because I am into teaching and learning technologies, so I'm familiar with synchronous asynchronous platform's, so for example, asynchronous. I used the inter wise at the beginning from AT&T and then I use webex and then I use so it's okay. It's not a problem for me.*<br><br>*I always learn new things and train by doing but I don't need any training."* |
| **Faculty A8 was nervous about Zoom** | *"Yeah, I think there is a training on Zoom. Like how do you use Zoom for online course. So we have that training. They showed us How do you use online? So they show us how to break the students into breakout rooms, so that's helpful and I feel like there's one or two more but I don't recall in my head."*<br><br>*"Well, I don't, think, zoom has..I mean That training was good and then I don't have the zoom if possible for the. first couple sessions that we host the online because if we get training on zoom say eight months before the course starts and then a month later we probably forgot the bar, how to use it, the breakout room because we don't use it every day, but I do use zoom every week to meet my students anyway, so I'm comfortable with zoom otherwise maybe other faculty has problems but I think that online sessions, it'd be nice, it'd be nice if we can have IT support for the first couple, couple times. So all online time is so tight and they have any technical issues significantly. Uh, impact the classroom. Right. Like topics you can cover and stuff like that. And then another thing like I think if you ask me like anything missing I would say canvas, it's really tricky and so.*<br><br>*And it's so much right, and different. We use BlackBoard[inaudible] and I have used Sakai. oh thanks. But still it is not that user intuitive so either figure out so or like, yeah, just like ask the IT people I guess, but we don't have any training. I don't think so. Okay. But then again, that's probably not just online, not just online courses but online courses, like I said, kind of help. We are learning to do it in a very structural way. So we use canvas. I feel like much more heavier than regular face to face class because you can. Anything you can clarify on the face to face session or, or not. Yep."*<br><br>*"Yeah, mentioned just like I'm a little bit nervous about using the breakout room because that we don't use it often. Like by the time the it will be a month ahead of time, like a month ago that I got the training for canvas, just some hidden treasure. So every time I use canvas I learned something new, but I'm getting. I think I'm getting comfortable with it. So"* |

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| **Faculty A9** | **This faculty was only involved in designing and not teaching so she did not have an answer for this.** |
| **Faculty A10 was nervous about Zoom** | *"I can only imagine it would help because I haven't taught with it and I haven't had enough practice with it. Okay. So frankly, teaching with zoom makes me nervous."*<br><br>*"I said, I'm always doing it now I'm saying you, I don't want this technology to interrupt my content. I want my content to come through. And so my biggest concern is I don't know enough technology wise at this moment to do justice to what these kids deserve because they're paying a lot of money and I want to give them a good as, as good as or better experience online. Then they get like they were right here at the city name (where R University is located)"*<br><br>*"Have to do it as Online as if it was a class. I have to be thrown into the boiling water and, and, and I have to get all the kinks out now, you know, so I could do the basic stuff. Sure. I could do the basic stuff, but I have no confidence and R University tech staff name, you know, sending your works. Thank you. I was going to sit here and help me and maybe that'll get me through it, but I don't want to just be at the beginner level. And, and OPM tech staff name 1 kept telling me, this person said, "Oh, you academics at the same. You want to be experts in five minutes. Well, you can't be experts in five minutes. Okay."*<br><br>*"But that's the benefit or what happened. Now in October, November, December, I'm going to bug the crap out of OPM tech staff name 1 because I want this person to train me."*<br><br>*"Yeah…I think as a professor …and I can tell you this. I took …I did a lecture in training with OPM tech staff name abc and OPM tech staff name 1 (pronounced first name) ..it is OPM tech staff name 1 (pronounced full name)….faculty support person…yeah this person and OPM tech staff name abc acted as students and there were couple other people and I was doing the lecture and there were points in the lecture when I really was angry at myself really..because I was focusing too much on the method..not the content but rather how I was pulling and turning the bells and whistles and I thought I did a crappy job a really horrible job. And they keep telling me you did terrific and I am going NO you know you can tell me I did terrific but there were things I wanted to do that I couldn't do. I thought my arms and legs were tied…I just felt so bad that I couldn't even focus on what I wanted to teach. And my message to them that they should formally do may be 5 or 6 hours with us instead of 15 minutes and I had asked them to do training. And the other thinking how bad it is for the students I am just worried about how horrible I am. So you know this is I guess it's gonna over time get better but the thing I have problem with is that these people are paying in a lot of money and they expect you to be damn good not only in your content but in the way you deliver it and if I was student and you said to me..for instance…I really I don't know zoom really well. And I am going well …you don't really zoom really well and you are the teacher and I am paying all this money …you know I did be pissed off. You know so..maybe it's bad attitude to have but I don't think we have been trained enough and I don't think the students have been trained enough. So it's a pretty strong attitude. Because we are in the firing lines we are the people who are delivering. And think about it how much time do you spend preparing this course 100's of hours but the key thing is to present it in a way that you confident and if you are not confident even if you have the best material in the world and it's not going to look good. That's my problem."* |
| **Faculty A11 needed some practice and revision on how to use some pedagogical features of Zoom right before teaching** | *"I think there was probably some opportunity where there were zoom tutorials offered. I never took advantage of zoom for what I'm using it for. Uh, I, I understand it well enough or anything like that. It's probably as we get closer to actually delivering the course. Um, I will, you know, want to have a few dry runs. Okay. How do I actually do the live session? So I think that'll be important. Quite frankly, I haven't paid too much attention to that at the moment because three months out, um, but there is or there may be a one issue related to that and it's something that I've raised with my colleagues as well, I think a month ago or maybe two months ago. And that is, uh, for the, for the courses that I teach the very much, you know, fairly course area name (name removed for anonymity purposes) intensive, so it means that in the live session I will have to be able to either write on a whiteboard or, or somewhere to develop something to show something I cannot just stand there and flip through slides and it's not clear to me at the moment how that is going to translate, right?*<br><br>*Because we would some facility that like a camera facility, right, that, uh, takes what I'm writing and broadcast that to the students. And uh, I mean it's, it's not rocket science. I mean, those, that technology has been around for over a decade. I've used it at my former employer, university name (name removed for anonymity purposes). I mean it was like a, a, a screen that you wrote on with, with an actual pen and you could annotate slides and stuff like that. But I'm not aware that we actually have the technology. And so that part is a little bit scary. Um, and I've raised that with R University tech staff. This person is concerned about that as well. Uh, I'm not sure if that has been resolved yet."* |

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| | *"Well, frustrated No I don't think so. I think I'm really excited to see how that um, uh, how does a group feature in zoom is going to work out? I told you about, you know, the lab portion. Right? And so the breakout room or breakout group or whatever they call it, zoom. Um, so I'm quite curious about how, how well that is going to replicate what we can do on the ground."* |
| **For some faculty like Faculty A12, they are comfortable with technology and do not need any special training:** | *"I have always been comfortable with technology. I am okay. Never been an issue for me personally."*<br><br>*"Tech staff gave training on Zoom. Happy with training."*<br><br>*"I like Zoom. So far I a happy. I am comfortable with technology. Zoom and Canvas."*<br><br>*"No I have used it enough."*<br>*"No I have taught using Go-To meetings and it has similar capabilities and structure. I have also taught using WEBEX. So I am relatively familiar with these types of tools."* |
| **Faculty A13 would prefer some hands-on training on technical tools like Zoom:** | *"I need it it for myself in that. You know I moved to Zoom several months ago and have all the basics down, but I get in the situations where I am thinking. I wonder I know you can probably do this but I wonder you know how and so going through and trying to understand every feature that I have here and can use, I think would be very helpful. And not just tell me because you know a lot of times people just want to tell you but do some practicing of it and may be refreshing. And then same thing with the students. Instead of being just professor having one of these technical coaches ask them ok how is it going? how is the screen looking, you know and just that so that they feel really comfortable in this case the Zoom platform and the technology."*<br><br>*"I mean you can go out and seek manuals of things like that but what they offered us which I would saying earlier was. I forget I think this person's name is OPM tech staff name 3 (a person from the tech support provided from OPM). Tech Support is your coach and this person will help you with the technology and this was the day before the first class and so you know schedule didn't line up very well but we got about 30 minutes and this person kind of went through basics with me and wrote those down and during the class when some problems would come up. Like for the students this person kind of jump in and fix in. This person did that for us for two weeks and I haven't seen this person since then. So you know What I think is needed is pretty regular check-ins, you know more training than I have had which I am now going to see. But I am just telling you that's the inside is that both the students and faculty should be very well trained in the technology part of this and not just in the content to learn."* |
| **Faculty A14 mentions the need for some presentation of the pedagogical features of Zoom right before teaching:** | *"Well Yes, I think I hope. I think the Zoom tool is a good one. And since I am teaching they did give me access to it so that I can schedule my own zoom calls and all of that. And I have used it a few times. I am little bit nervous trying to as I think about teaching the class that Am I really ready on the tech front. Just because I always feel like you know as soon as you have a classroom full of students staring at you that's when like the technical abilities go down. They showed me that we would have tech support when that time comes and I mean I wouldn't say I am particularly tech savvy but I am also not super Clueless. So I figure it out."*<br><br>*"I think they just came up in some of the larger meetings where all of these people were present. And there was a lot of conversation of providing tech support when classes got underway. So if I had a problem the first person I would call is Tech staff name 1 person from R university (name removed for anonymity purposes). I wouldn't really expect ID3 to be there or OPMSM1 as far as I understand."*<br><br>*"One of the things that I did want to use was the Group Feature and so ID3 did say you know here is how you would want to do the group thing. I recall its been a few months now and this ID suggested that Tech staff person name from R university (name removed for anonymity purposes) could help me if I had any problems. But it was pretty easy to set up the groups. I don't think I knew it had a Whiteboard feature. If I did I do not recall that."*<br><br>*"The truth is what I would love to do is sit down with somebody before my class starts and just kind of go through the first three class because those are probably very typical of what I am going to be doing all semester long. And say can you just show me how do I have polls? what do I need to do to get the Poll set up? and what do I need to do to get the group set up. So they could just address this specific issues that I have. I don't really need ..well suppose they could show me how to use the whiteboard but I don't have any plans to use the whiteboard. So if they could just focus on the things that I do want to do and explain those to me before Is tart teaching that would probably be helpful."* |
| **Faculty A15** | *"So there we had a couple required meetings we had to attend which is sort of this online Zoom* |

| | |
|---|---|
| | *training like how to how to use different features like you know, here's the breakout sessions or here's something else here's settings you should put your computer out that sort of thing. So yes we have had a couple of those that I have attended. I don't know who was teaching."*<br><br>*"It was okay. It was probably really designed for people who have never used. Like a video conference system before ….so like showing people how to share your screen…that sort of thing. And I use video conferencing all the time with my clients and my employees. So I am really comfortable and really familiar with using that. So I did not need as much help doing that. There is couple of features which I had not used before but which is actually useful so like breakout rooms ..I had never really used before. So that was good to see how it worked before. I got to practice and see it before I actually used it in a course."* |
| **OPMSM1** | *"OPM tech staff name 1, um, there are training that all faculty are required to attend and this person leads, this person offers her time to any faculty member that wants it and any of the. Many of them have taken her up on that and it's a really great service that we offer that she will sit down in a one on one meeting and go through how to use zoom, how to take a role, how to use the discussion boards and then you know, engage. So any faculty that wants this person's time, they can have it. And then all faculty do have these mandatory kind of larger training sessions that this person leads."*<br><br>*"Yeah, we've had training sessions, we have faculty training sessions. What we have done up to this point, we've had two of them and they have been for a faculty both who build the courses and who teach the courses as we're growing, we're considering splitting those up into two separate groups because they really are two different, um, formats. Faculty who are building a course. They might not be teaching that course, but they have to understand how to, as I said previously, make the content engaging for online learners. Whereas faculty who are teaching the course need to know more of the technical aspects of how to navigate an online course with students in it. So up to now we've combined those resources but we're considering breaking them apart."*<br><br>*"OPM tech staff name 1 supervises about 10 coaches. This person was there. This person was available for every faculty member and some of them even met with this person privately twice, so this person is available to faculty anytime at their convenience, but then once the, once they're teaching, this person facilitates the introduction between the faculty member and the faculty coach. When the classes are being taught for the first time, they have a faculty coach, someone who's trained by this person and working with a faculty member live."* |
| **IDFJM1** | *"I think that's part of OPM's goal is to better prepare them. And I think part of OPM's question about that is that when is the right time. So one I think they might be starting to do that in the orientation for the SME or faculty to help them prepare. But then I think they also did more training on just prior to the faculty teaching the courses. Because that's when they will really be using Zoom the most and so just like anything, I don't think they want to train faculty now if that faculty member is not going to teach until the next semester. Because anything you learn if you don't have the chance to use it, there is less chance you are going to remember it. But it would be helpful for them to be familiar with it when they are designing their course so that they would know how they would use it. So that's what is now I think they are trying to have two phases, I think they are trying to include some information in the orientation kind of before they start course development so that faculty would be somewhat familiar. And then I think they are doing like a separate training to get the faculty ready to teach the course. They are giving them little more. But that's something we have have talked to them about. For example, sometimes in a meeting if we have talked about..Oh you could…in your live session you could pull up the whiteboard and show the students that and then we could do that on the Zoom call and we could tell them that if you click on 'Share' and it comes up and you have an option to click on 'Whiteboard', so go ahead and do that like we can show them some of that in the calls. But some of it is harder to show one-on-one. Like the Zoom breakout rooms, we cannot, you and I cannot really use that tool because we cannot really do small group breakouts. One person has to be the faculty member or the instructor and then you cannot do teams if it's just me and you. So that's the type of thing that I think hopefully OPM is incorporating into the faculty training before they teach."*<br><br>*"No it's not like any special training for that. But sometimes during meetings if it comes up we are sharing that stuff and then in my courses for the live session guides if we were talking about using small breakout rooms in Zoom in the live session then in my faculty guide I would put a link for the faculty, so if they need like a refresher they could watch like the instructions or read them on how the breakout rooms works. But hopefully yeah, I mean it's better for them to get a chance to practice. So I think the goal is that OPM will do more of that for the faculty training. So we do a little in relation to the course development but its not like a specific training on how to use the tools."* |

**Theme 13- Sub-theme 13-2: Lack of clarification of all the people and their roles involved in the instructional design process from the OPM, IDF, and the video making firm side created confusions and made the process appear disorganized**

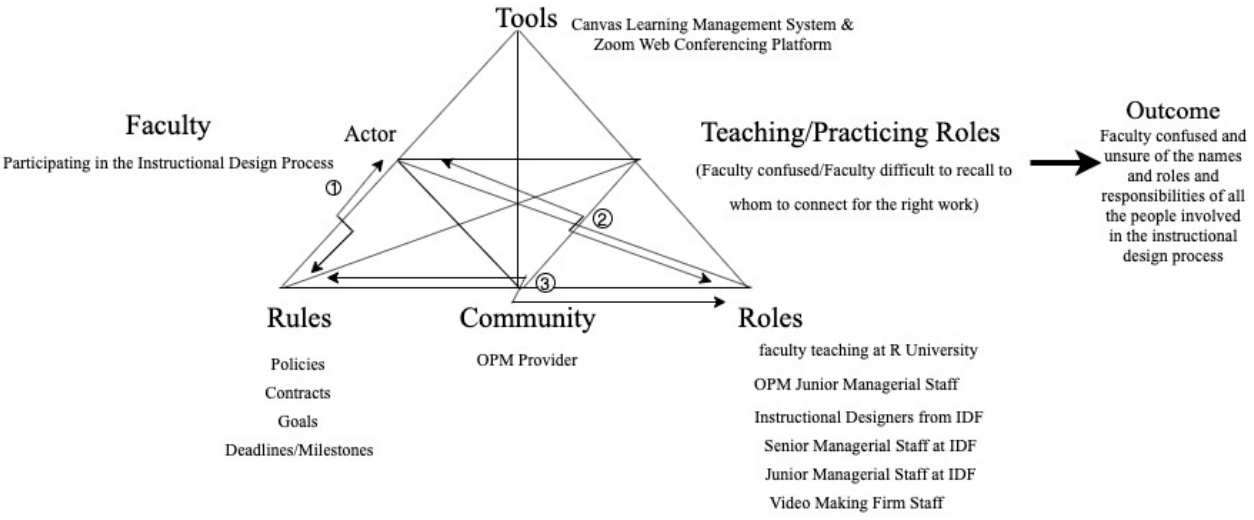


*Figure 19-2.* Activity System context for Sub-theme 13-2.

**TABLE 12-2: Example quotes from faculty and staff for this theme.**

| **Faculty** | **Quotes** |
|---|---|
| **Faculty A1** | *"Clarification, Probably. It would not have hurt!"* |
| **Faculty A4** | *"Yeah. So actually I worked with several people. I worked with a designer and..I am not sure who is doing what."* |
| **Faculty A5** | *"No. ….I did not care much. I didn't try to figure out too much..because it did not matter to me. "* |
| **Faculty A6** | *"I started to get the hang of it after a few weeks. But initially a lot of people are online and unclear."* |
| **Faculty A8** | *"Sometimes there will be few others, providing some suggestions. I am not very clear who are."* |
| **Faculty A10** | *"Find to this day if you asked me what's the difference between IDF and OPM? I know they're different companies, but I don't know exactly where one leaves off and the other one begins, know why they need somebody from IDF. And maybe that's a problem. I just, I don't really care. I just worked with both of them. Yeah. So I'm exposed to many, many people at one time."*<br><br>*"Yes. Especially when people are coming into the scene and leaving. Like I said it's a Broadway play: here is somebody else. Where is the actor I got to know and like? Where is that person? Like a Scorecard would have helped."* |
| **Faculty A12** | *"No. Now they have to be really explicit. No organizational chart or map ..no roles descriptions. They started coming and going in some meetings. Yeah that's what basically happens. "* |
| **Faculty A13** | *"There were all these different companies and people and you know with my co-designer we threw our hands in the air and you know this is a mess. We had to deal with it. We needed someone to help us manage that process."* |
| **Faculty A14** | *"But like I said, I really have a hard time identifying who is with what. There are so many different organizations but I know that my ID is with OPM."* |
| **Faculty A15** | *"Yeah I have no idea why someone goes."* |

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| | *"Yes or at least have some kind of explanation of who's responsible for what and kind of what to expect even just an org chart or something that would have been helpful."* |

**Sub-theme 13-3: Lack of clear expectations regarding the amount of time needed from faculty side to develop course materials during the instructional design process made it frustrating for faculty and they found the process to be very cumbersome**

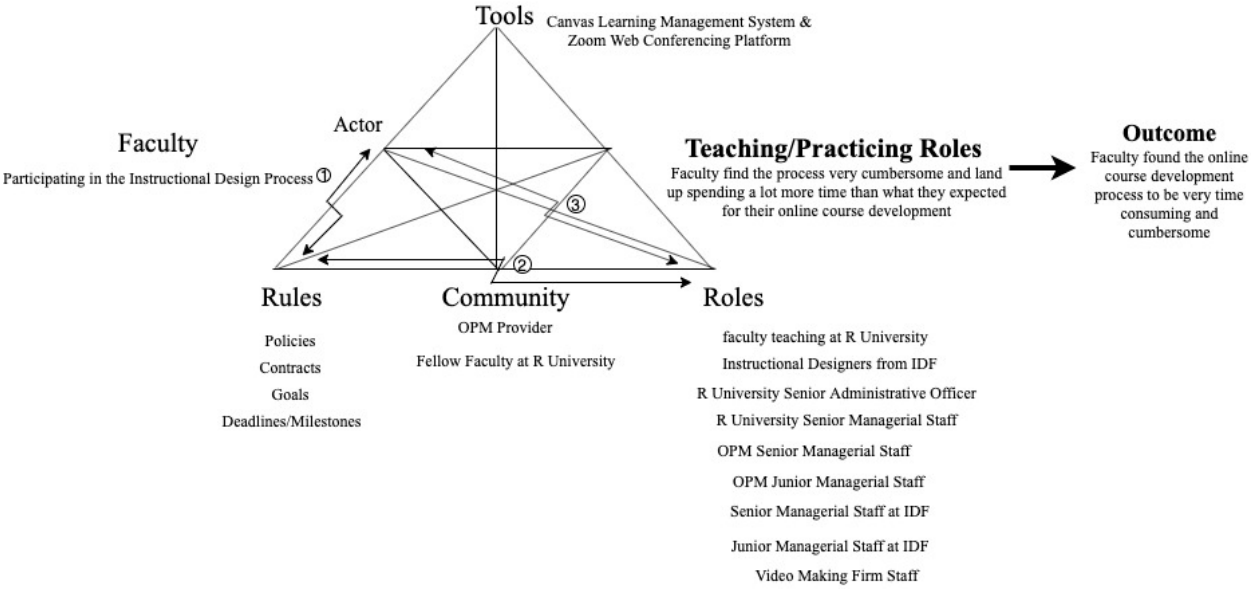


*Figure 19-3.* Activity System context for Sub-theme 13-3.

**Table 12-3: Quotes for this sub-theme**

| Faculty/Staff | Quotes |
|---|---|
| **Faculty A1** | *"I spent 8 hours a week during the first 3 months of fall up until…and we started we started late may so early June. And I was working just on that 8 hours..and that course we were teaching it on the ground. So it takes a lot a lot of time. It takes a lot of time just a lot a lot of time to build those modules get everything right everything synced up. Then we had some experience when we were teaching that and then we said ..for somethings..well that's not gonna work..and so we had to double back up from those things. So I am telling you. 22 weeks they said….First of all they said it they want to do it 16 weeks. then they realized no they cannot get it done..then 22 weeks. And we just got it done in 22 weeks. May be I think we even took a little long. And that's a course that is on the book. Just think about new courses that have never been taught before so how long that must take. So it's really a time process. I would never spent that much time designing a course on the ground ever ever ever."*<br><br>*"No because they did all the busy work. But still you had to write. I had to write up. Rewrite assignments and think about materials and get those all in sequence and review things..I don't know what it was. Every Tuesday Faculty A8 and I had a meeting with the ID every Wednesday morning. And Tuesday I had nothing scheduled. And Tuesday every Tuesday I spent all of Tuesday doing something related to that course design. Throughout …I mean there were couple of weeks I was traveling..I had that operation…there were couple of weeks I didn't because I couldn't but generally speaking it was time consuming."*<br><br>*"A TA gave me some raw videos for technology name (software used in the course- name removed for anonymity purposes) like tutorials and I converted them into Tutorials that I then gave to IDF who were supposed to make. They took the ..so I had to do it like this..I had to do the screencast showing how to do certain tasks in technology name....but I wanted them to voiceover because first of all I don't think my voice is that great and second of all there are people who can just read* |

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| | *through scripts and deliver it effectively. So I had to make those…So that was another reason I spent so much time in the Fall just to make those tutorials. They were really hard. I spent ..I was in my office for two of three weekends. I was away for one weekend. Between the week I was away and the other week I literally spent 8 hours for Saturday and Sunday in my office with the build of that being recording these tutorials. I said you know I don't like if you want multimedia stuff ..I don't really like the tutorials that technology name (name removed for anonymity purposes) has because they are too broad and I want very specific knowledge for what I am teaching in the course so I volunteered to do it ..but you know you gotta come up with multimedia things to do."* |
| **Faculty A4** | *"No the investment I put was much beyond my expectations"* |
| **Faculty A5** | *"No not really. I don't think they had any idea how long it was going to take."*<br>*"Anyway the answer to your question is I think No….It was not communicated because I don't think they any idea what was going to be involved?"*<br>*"No I don't think they had any idea because they didn't tell em that because they didn't have any idea."* |
| **Faculty A6** | *"So we are building 14 module for a 14 week course. So each week was.. So before that I provided them with all my course materials, all my slides, all my quizzes, projects, assignments..everything that is in the syllabus that I have I provided them. Then they started looking into those and each week we would work on the first weeks content and then there will some task that I will have to do which is tedious. I would say 10-12 hours a week went into doing those for me."*<br>*"No the reality was it was a lot of hours because one of the problems was that even after I had submitted power-points and told them what to do they were not doing it properly. So we had re-do those things. A lot of video recordings had to be done in the last few weeks. Which I thought they had initially said that Video Making firm would create videos out of those slides. But they didn't. Then they had to live record me lecturing. So I had to go and spend two days over in the studio."* |
| **Faculty A8** | *"I was told about the approximate timeline but no specific number of hours were given."* |
| **Faculty A9** | *"The amount of time they wasted on me because of their mistake. Because in the whole semester I have to dig out a lot of their mistakes and I had to get involved. That I you know. so many hours putting. I told you 5 hours together Faculty A2 and I. Faculty A2 is 200 hours work consultant. You know and me too. You know Outside I am doing consulting project and at least with ..150 to 200 dollars an hour that's at least. And we had to spend the time to do this. And because the ID to me my time is actually more precious. So for me if they have weekly meeting, we had meeting every week. So often we have a weekly meeting half the time I was helping my ID organize and find were the documents are. So that is bad."* |
| **Faculty A10** | *"Well I don't know if they said between its between 10 and 14 hours or between 9 and 13 hours. They said there is going to be a lot of work off…You know outside of meetings to make this a reality. So I geared my stuff thinking you know since I am not really publishing as much I better set aside like in my mind 30 hours or whatever for this. So that if it was a lot I would be disconfirmed in a positive way. So it turned out for me to be less work than I expected and that's only because I thought I would be every freaking day doing this from 9 am to 9 pm. Its like..so it wasn't really that and it was in fact frustration because we only came back with my notes with IDE in the end and afterwards with ID4."* |
| **Faculty A12** | *"Yes they did. I did have a conversation around kind of the pattern and the rhythm of it. There will be at least one hour meeting with the ID and hour and a half in some cases. Then there would be structural things that I would need to work on before the next meeting. So we would set up goals and then get a follow-up email this is what needs to happen this week. So we stay in pace. And I may be in a little bit of a different position I also knew from the other faculty and in talking to faculty outside of city name (city where R University is located) that have gone through similar process that it was a relatively heavy time commitment. so for me it wasn't a bit surprising and I thought at least both my ID's were very frank about you know here is what we are going to do..here is when we are going to meet…here is what is going to happen..here is kind of the stages that we are going to go through as kind of the process. Even the last one just provided like a really nice outline of all of the stack through…so.."* |
| **Faculty A13** | *"Umm….most people umm..thought it was more work than was communicated. So almost all the instructors that said you know we are surprised by how much work it ended being…umm. What I was able to do umm…just so you know because I was experiencing that I asked my ID IDFJM1 you know that this person manage all these requests for me. Would this ID set up a regular meeting were we got everything done in a limited time period and that's why she was so you know effective in what this ID did. So this ID helped me reduce the amount of time that it took others to you know build the course."* |

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| | *"I don't remember exactly what was the communication."*<br><br>*"No I think they gave us some general idea. But when you get into it and the stuff you have to do outside the meetings and put it all together you know just seemed to be more than most people expected."* |
| **Faculty A14** | *"Yeah it was definitely a lot of work and I mean they gave us a pretty good heads up when they initially said that you know it is going to take whatever it was you know 10 hours a week or whatever the amount was. That people kind for thought oh no way no way. But it did. Specially because it went into the summer. Maybe it was February. If you have a start date of February I am sure it was right I wouldn't doubt it. I was just involved in other meetings beforehand. But I mean we were straight until like late July and we are still working on these Video Making Firm videos so I think if I added on the amount of time that I out into the class and divided it by you know the 15 weeks that I expecting to spend creating it. Then yeah I probably did put in a solid 10 hours each week, if not more."* |
| **Faculty A15** | *"I feel like they could have done a much better job of explaining things and kind of what to expect then and that sort of thing."* |
| **According to the Senior Managerial Staff at R University, Faculty were not properly informed about the expectations during the initial kick-off meeting. There was no clear understanding about this among faculty. M2 adds:** | *I think there was early on a sense of frustration that was very much tied to kind of like communications and expectations around the instructional design process. I think that one of the things that a variety of people shared with me was that kind of the initial kickoff, the initial sharing of information about the process that happened between OPM are IDF instructional guidance and faculty, hadn't gone very smoothly and the faculty number one didn't have a very clear understanding of the different milestones and timelines associated with the process. [M2]*<br><br>*"I think there was early on a sense of frustration that was very much tied to kind of like communications and expectation around the instructional design process. I think that one of the one of the things that a variety of people shared with me was that kind of the initial kind of the kick off the initial sharing of information about the process that happened between OPM are IDF instructional guidance and faculty hadn't gone very smoothly and the faculty number one didn't have a very clear understanding of the different milestones and timelines associated with the process. There wasn't a lot of visibility into you know how the discussions with instructional designers would result in course content that they kind of understood and approved just even from like a visualization standpoint. Like how do I know that what I'm as this person is walking me through this process how do I know that what they're they're planning to produce is what I want it to be. And some of that is is the result of just the fact that none none of us on this side had really gone through that. So a lot of faculty hadn't had the kinds of discussions in the structure that had been presented and then had the opportunity to see what results from that. So it's a little bit of a leap of faith. You know you go into this conversation you kind of describe what you want and you may get some pushback you may get some support but until you see the finished product it's hard to kind of buy in. You know if you will to the process. And so there was there was some of it that that really centered around that kind of lack of context and experience."*<br><br>*"I feel like there was a definite you know hurdle when it came to getting everybody together meeting the deadlines producing the content on the time that they had originally anticipated. And I think that there were some concerns because the work was definitely flowing into the summer semester in a way that a lot of faculty hadn't really anticipated which was also the source of friction because they had anticipated a more flexible summer for themselves and found that they had quite a bit of difficult work ahead. That was definitely a pointed concern. So those are the types of things that I feel like were shared with me very early on. And I feel like I did see I saw evidence that yes in some cases I feel like the communication from the IDF or from the instructional design from could be shored up could be clearer or could be provided in a more consistent way to faculty to help them understand the process that they're engaged in.I also felt like I write I felt like there was a lot of variability in how the instructional designers felt that that they could navigate conversations with faculty about how to treat content and what recommendations might be made for the actual know of course design and some faculty were much more receptive and some faculty less so and I think that it was hard for everyone to kind of again imagine what was going to come from these and that that I ultimately kind of look back towards the OPM and the IDF folks and hopefully it at some point me to say we need to provide more structure around what people understand they're getting into what they're getting out of it when when they enter into a courseware contract."*<br><br>*"But I understand the first part that IDFJM1 reported that this ID felt like faculty didn't have a clear understanding of how much time that would be required of them. And I will I can confirm that I think that is true. I think faculty didn't have a very clear understanding. I don't think this is universally true. I think that there are some faculty who had a much better handle on it and I think there are some who din't it. And I do feel like this is exactly one of the things that kind of alluding to that there* |

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| | *wasn't in whatever their onboarding process included. There wasn't a very clear message about the fact that this number of hours per week is expected of a faculty member developing a course from this point in time to that point in time if all goes well. And then if we run into hiccups if we run into problems if there are snags then that will obviously extend the timeline in these kinds of ways. And so I did feel like as I said faculty were kind of caught some faculty were caught kind of off guard by the idea that they would need to produce a certain amount of work from one meeting to the next. Some people were caught off guard by the fact that you know of course they didn't finish they are going to continue to work for the summer or to finish it."* |
| **IDFJM1** | *"but I/my perception was that maybe for the first set of courses, the expectations were not set as clearly with the faculty. OR with the ID's. I don't think it was clear how many hours the faculty were expected to put in. And I don't know if the faculty knew that. Like I didn't know for sure on the ID side how many hours I should expect the faculty to be working on this. Whereas in the second round of courses at every intro meeting, like at the start of the project, we talked about that, that the faculty should expect to spend 10-15 hours a week on the courses. So I think if they know that coming in, they can either commit, or if they know if they don't have that much time, then they can speak up upfront. Because we definitely had those timing issues with those first batch of courses. Also, we did not necessarily know and some of the faculty had like planned vacations and things like that that also. Like we found out about this last minute, and we were like, Oh no.. now how is this going to impact the schedule"* |
| **ID1** | *"It does make a difference faculty in higher ed. I have noticed are very umm..there there more….they are less…likely to give more time one thing I heard from Faculty A9 over and over is that the her that the expectations they gave her for the amount of time. Faculty A9 was to spend working on this course, we're not accurate. This faculty complained to me and to others on the call many times that this faculty was having to spend more than 20 hours a week building the course and had been told that and was being paid for 10 hours a week and there were certain points toward the end of the build where things were getting rewrites and things were getting a little hectic and said I'm not giving any more time this week. I'm done."* |
| **ID3** | *"Absolutely! And someone said that we look like a startup company. You know all the confusions when you're a start up company when you just trying to figure things out. There was no procedure. There was no 'Let's do it this way'. There was no timeline. There were no templates, no guidelines…this is who we are ..there was none of that. It was very clumpy to begin with."*<br><br>*"I mean I am not sure that is the right word. But they certainly they did not have things in place in order to hire someone else to do what their vision was. I will say that. Whatever their vision was, they did not have the tools in place that would enable a clear path to work with faculty."* |

## Theme 13- Sub-theme 12-4: Fixed ticketing system to maintain the master course section created frustrations among some faculty

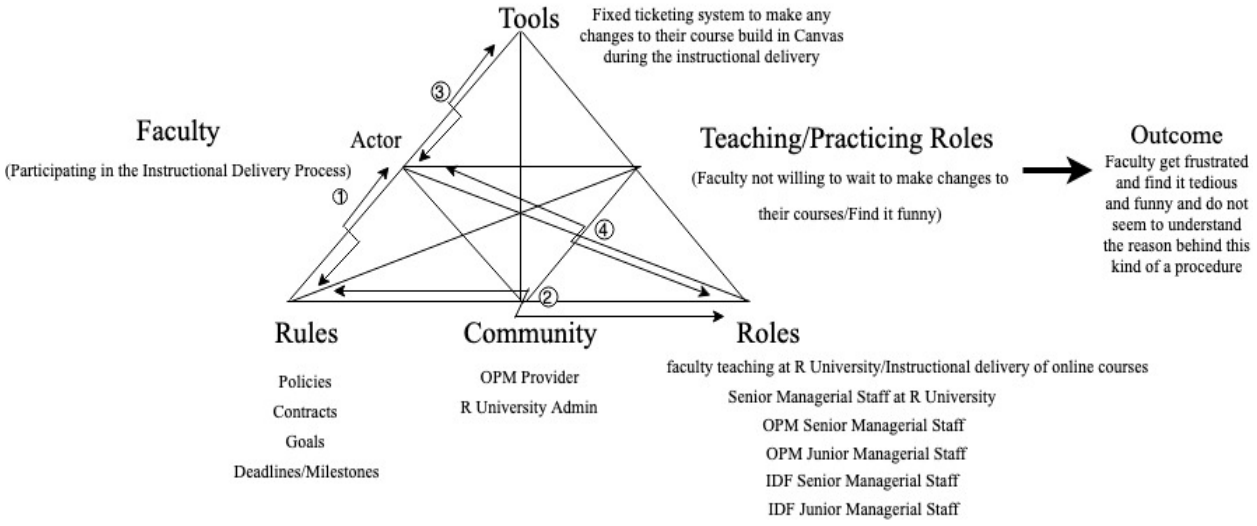


*Figure 19-4.* Activity System context for Sub-theme 13-4.

## TABLE 12-4: Example Quotes from Faculty and Staff for this theme

| Faculty/Staff | Quotes |
|---|---|
| **Faculty A1** | *"They are using Canvas and are building all the courses inside canvas. They have IDF Firm who has production wing in a foreign country (name removed for anonymity purposes). And all the materials we build into storyboard- for every module they have a storyboard, which includes all the instructional materials, study guide, powerpoint, learning objectives, live session guides, power points, videos. They send it all to the foreign country and they construct that inside canvas through modules and pages. And what they do is the instructors cannot modify that material. So whatever you have in the beginning of the semester you are stuck with that. Basically you are stuck. It is a complex structure. For which none of us were really happy with that. For example, in our course we have a group project which is the last four modules of the course. So we get that group project, but usually we don't know exactly that we cannot get data until the end of the semester and until we get the data we cannot tell how we can mix and match skills in the groups. So we don't know who is going to be in the groups and for some cases we don't know what the project is going to be before. So for spring 2019 we are building this course. And the whole course is going to be ready and build by the end October. We are not going to know what the project is going to until end of February. We won't know how to assign people until later. So we have to send all this all the way to the foreign country. I just find that funny."* |
| **Faculty A2** | *We had a number of teaching problems technically. [Faculty A2]*<br>*I submitted some very detailed audit sheets to fix a number of the problems in the class, but I felt as though there was little notification and very short periods to work on submitting this to meet their deadlines. [Faculty A2]* |
| **Faculty A3** | *"I mean I like it. I think its really really exciting. You know of course there is always room for improvement and as we go I try note those down. But I am again because I like came in late so I did not have like a lot on the design process itself. I am not sure ..I have been instructed not to make changes. So even if I wanted to make changes I cannot make. I have to contact the ID and have ID make the changes. So I don't make any changes on the content."*<br><br>*"I don't know about its a problem for everyone. I asked Faculty A2 and Faculty A2 also said that he or she does not have been able to make changes. But I am not sure if they cannot make minor changes as well. You know sometimes there are very minor changes that you have to change but I have to contact the IDF people. So ya that's one of the things that it is hard for me to tell, how I cannot make changes."*<br><br>*"Yeah. Even if it's like a minor you know typo I cannot change it.*<br><br>*Yeah I just check. Like for example we have a module now but in that a video does not work so I report them that the video does not work. So I cannot change it. Even with syllabus there was a lot of work because you know you cannot make changes and sometimes when you request changes, the changes are not made correctly, and then you have to ask to make the change again. So just that process, that's why you know like when we started I told you that the design and the pedagogy like you cannot think of it so much when you are confused with reporting changes and making sure that you they have been put correctly."*<br><br>*"These ID's are all over the country and the world. They don't really work at the same timing."*<br><br>*"Ya and even the reporting process, they told us there is an audit form. So it's not like. At least I don't have access to like you know when you're working in IT you have this sort of system for a log of something, you could see if it is addressed or not. Yaa what was communicated to me that after this phase if you need to change anything you need to use the audit form. Which I don't use because it is a long process. I just contact the instructional designer right away and I tell the ID. Sometimes it gets fixed and sometimes it just does not. It is based on how major or minor it is."*<br><br>*"I usually contacted the course designer (ID3) for changes. Change requests have been very difficult as there are so many issues in the content and instructions. I did not use the ticket system except once when the live sessions did not upload."* |
| **Faculty A4** | *"24 hours its ok."* |
| **Faculty A5** | *And I told them early on …I didn't want to be setup like that..that I wanted to be able to make changes whenever I wanted and that apparently wasn't what the others wanted to do. And, you know, who knows why? [Faculty A5]* |
| **Faculty A6** | *"I think so. I think ..after the publishing the faculty or the instructor in-charged should have complete* |

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| | *access to change things and I have no idea why changing due dates, deadlines and simple things like that cannot be given over to the faculty. And I can understand that if it is a slide that has to confirm to a format that requires some instructional design but I don't know why some others things can't be? If I want to make a new paper that just came out and make available to the students..I should be able to upload in the folder and present that paper. So yeah..I mean I think it should be given to the instructor…why it wasn't. But I do know it was a problem and challenge to Faculty A3 who was actually teaching it."* |
| **Faculty A7** | *"I don't think it's an issue. Because if they will be helpful as they are now, then it will be okay.*<br><br>*It might be problem. It depends on the time. I will send them a request. First of all, it's my first time to between in the summer, my first time to interact with them while running the course so I don't know the answer for this, but if you asked me what I expect, I expect that it will be okay because I can adapt myself. I always have plan a, b, c, and d, so I don't think that it's going to be a problem, but let's see. well, let's talk after the summer."* |
| **Faculty A8** | *"Its okay. I just think that's their way of regulating things and because you know if everyone has the right to, I mean I mean I can change it. I just won't because they, they prefer me not to and I'm okay with it because I understand they have to have a audit trail who touched the wall components, right. You don't want one day something get deleted and who's responsible for that?"*<br><br>*"So I can understand their aspect. It is more time consuming for us. That's true. Until when we build the course ourselves, we can just. Instead of creating a ticket, describing it by that time I can already made the change myself.."*<br><br>*"Yeah. They haven't communicated the real reason for doing this"*<br><br>*"My understanding is just to regulate things so that they can trace back what changes made by who and when and make sure things don't get deleted. I don't recall. or know whole lot explicitly if something got deleted or something had changed, but I can understand its. Perspective."* |
| **Faculty A9** | *"That's more like. That one. Yeah I don't like that. But I am not teaching it so I don't have. But I know Faculty A2 has that issue. And to me from the beginning there is a lot of things where they have their view of things and but the lack of the flexibility is a huge issue finally."*<br><br>*"So rather than make it so rigid the first time they could have a little bit more flexible to a a small increment and provide structure in some way to do changes specially many of those we said…many of those has page views. Part of I understand they want to capture all the changes in the process. So because you have a master course to be able to maintain so that they know what the changes are. But on other hand there is a way to do it.. they made it so.. a good example was change the due date. I don't think change of due date for assignment should be that rigorous that they have to submit a ticket to change it. Because that really does not come any of the course or next course. You know if you have the huge content then I can understand but that like the due date I don't think you need to. So I think Faculty A2 eventually got..fought really hard and Faculty A2 now can change the due date as to what my understanding is. Because the instructor has to have some flexibility. Students..each student are different and may be a core course are different. May be some for one concept they just stumble. You know you need to be flexible in the process."* |
| **Faculty A10** | *"Well if my first reaction is that that happened to me I tried to fix it myself and if you tell me that I can't fix it and I have to go to a foreign country to fix it then I would be very frustrated. And right I mean you know as professor if there is a wrong link or wrong slide you wanna fix it and get it out to your students immediately and you don't want to sit with it specially when it is wrong. So yeah it would frustrate me if I did not have the flexibility or the way to fix something. You know yeah I would."*<br><br>*"Nope no communication about this. I would guess that in the long run they probably need some money. ….haha….."*<br><br>*"You know if the question is if IDF who is based I think in a city in United States (city name removed for anonymity purposes) would have somebody local in this city that could fix and you din't have time differences..why not fix it in this city in United states…that would be a better solution. A local person on the west coast or whatever you know then having to like for instance I said my ID and I want to have a meeting we have to wait till 9 o'clock my time …11 o'clock this ID time. And can you imagine what a trooper this ID is to wait till 11 o'clock of his or her time ..w.e have had two of them…that's why this ID is terrific. And if we had somebody in New York we could do it in almost except for 3 hours we could do it pretty much the whole day and tell them that here is the problem in these videos or course content."* |
| **Faculty A12** | *"I am aware of this. And there is an Audit sheet that I have seen being passed from the current instructors where after every class they complete this audit sheet and I think thats a ticket and basically just corrections to the actual modules."* |

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| | *"I have not seen it as being an issue. I have seen it pretty good. I mean that its a very nice way to do it so that after every class is very clear."*<br><br>*"But they gave us some audit form which I guess is the ticket. So after the class you just fill it out. And I have seen it. And now I would assume it only needs to happen because of the first run. I do not see that as being…that's part of the expectation. And we are actually being compensated to fix the class to actually go ahead. So that's a separate fund. So that's a part of the expectation. Again, I don't see that as being an issue. I think that is reasonable."* |
| **Faculty A13** | *"No this was not an issue for me. Nope never had to create a ticket."* |
| **Faculty A15** | *"I think..I will just tell you this. Like we are in Week 8. I will teach Week 8 tomorrow. They have asked all the changes to be done by Wednesday October 31st. I think that is really unreasonable request because we haven't taught everything yet. So I still have half the course to teach and they expect me to make all the changes in by Wednesday. So I don't know what they are thinking. I think ticket process seems. That's fine. Whatever. But there is also stuff that's not ticket worthy. Like I want to give them updated Powerpoint slides. Like that's not ticket thats just something I could email them as oppose to fixing. So I will have to communicate with them via email about that too. So ..I don't think it's a great process."*<br><br>*"No not necessarily. Because there are somethings I do not know how to do it technically. I don't know how to integrate changes on to the learning management system. I mean if they allow me to do I suppose I could do it myself. That would have been better for minor changes? Probably. Or my TA could do it. My TA would be able to do it and that would be great."* |
| **According to the Senior Managerial Staff from R University, the real reason behind the fixed ticketing system was to maintain the Master course template of the course and track all the changes done by faculty. M2 also mentions that they are trying to find a way to make it easier for all faculty so that they can at least make the minor changes. M2 says:** | *So it is very typical. If you look at online programs that are offered by other universities. One of the very common models is that a course has developed and that Master course is most often offered by section instructors who did not offer the content. So if you think about in one of the Programs I asked Program Area Course (course number removed for anonymity purposes) for which that was Faculty A6's course right. So right now that is operating a little bit more closely to this model where Faculty A6 developed the course structure to develop the course. And Faculty A3 is teaching the course. The second part of that is that it is also very common and usually expected that you know a very few semesters from now as soon as the summer as soon as the fall that you would likely have a kind of parent child relationship between the Master course and the number of different and a number of different section instructor courses. So Faculty A6 developed three or four then Faculty A3 is teaching one of those sections then Faculty A2 is teaching another of the sections someone else is teaching another so you have three sections of the same course shell being utilized by three different faculty and none of those faculty are necessarily the person who actually wrote the course content or selected the links or did any of the course design work so much the the model that is most often used in these cases is that you have a master course shell which is a locked course shell that has been developed it has and approved everything works and that core shell in the beginning of each semester is basically replicated in a parent child relationships that you have three identical versions of that course that are given to each of the section instructors and they run through the semester more or less at the same pace covering the same content with the same asynchronous material and that the opportunity for instructor variability really comes into the live session into the course wall into the flexible components within the core shell. In that case what most universities are trying to guard against is a situation where a) there is an error or a problem in the course shell. But one faculty member discovers and fixes on his own but the other two faculty members don't see. And so the experience the student experience is better or worse dependent upon whether or not my particular section instructor is the one who recognized that issue or is in sync with the one who recognized that issue which is not always something that they can be managed effectively. What can be managed more effectively is once one person signals that there is a problem and you send it through that chain which I as knowledge is in this case in particular. Longer than it then I would like it to be in that it goes to this outsourcing. This company in foreign country comes back for IDF. or however it's going. But the idea being that number one it is corrected through all three sections of the course and it is corrected at the Masters level so that you don't replicate that same problem when you then go in and create your next four sections for the next four for the next semester. So it is very typical. If you look at online programs that are offered by other universities, one of the very common models is that a course has developed and that Master course is most often offered by section instructors who did not offer the content. [M2]*<br>*Just to say that OPM and IDF are are coming to this conversation with kind of a particular set of expectations and a particular set of safeguards that are good and reasonable and make sense. But faculty from R University are coming to this conversation with a very different set of expectations and a very different set of experiences that are also legitimate. And so, yes, we are in the process of trying to determine what's appropriate here, like should we give section instructors the access levels and permissions necessary to be able to go into their course to make any changes that they want. [M2]* |
| **IDFJM1 from IDF talks the same as M2 about how the business partnership is working to find the** | *That is something that OPM and R University are still talking about. They are trying to find the right balance regarding what should they let the faculty member change. So they have been asking the faculty members to not make the changes themselves but to report it through a ticket. But they are still talking* |

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| **right balance. IDFJM1 said:** | *about that. Like what's the right amount…they are trying to work that out. [IDFJM1]* |

**Sub-theme 13-5: Faculty adjust to the program design and delivery decisions made by Program Leads a. Teach at a specific time (5 pm to 7 pm) b. Design their course for shorter number of weeks (14 weeks instead of 16 weeks)**

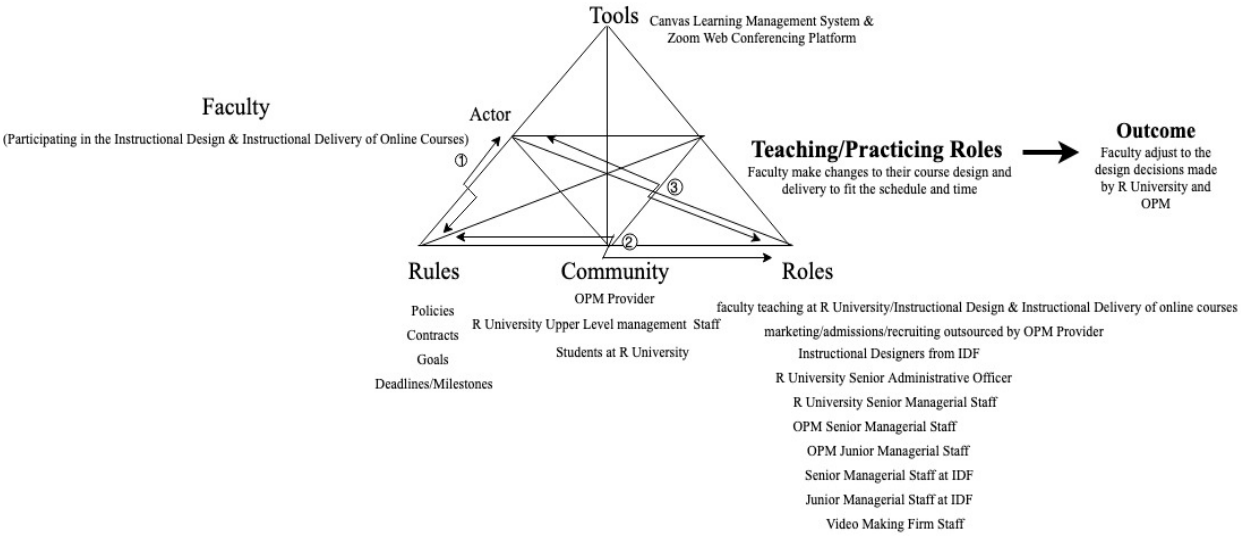


*Figure 19-5.* Activity System context for Sub-theme 13-5.

**Table: 12-5a (Teach at a specific time: 5 pm to 7 pm)**

| Faculty/Staff | Quotes |
|---|---|
| **According to the Senior Managerial Staff (M2) at R University, the Program Design Decisions were not made randomly by Program Leads but decided cordially between OPM and R University. However, the communication across all programs was inconsistent. M2 said:** | *Number of weeks for online courses was decided early in the OPM/R University program planning process and that information was included in materials provided to faculty prior to the start of the instructional design process, and reiterated in course planning meetings with IDs. Two hours of live teaching was also decided very early in the process in order to comply with "seat time" requirements (Carnegie units). This requirement was also included in early planning materials and guidelines. Synchronous teaching time was dictated by R University guidelines for course offering times; this is the only design decision that was updated after the course build process had begun. OPM had originally identified a 4pm- 6pm window as the ideal class time, and after I arrived, in consultation with the R University Registrar, we updated the class time to conform to the R University guidelines. None of these decisions were made randomly, and none of these decisions were made by program leads. However, it seems true that the communication about (and understanding of) these decisions was inconsistent across programs. [M2]* |
| **Faculty A1** | *I think that was ..I think it was a group..I mean we were talking about doing 6-8 and they said well you know if there are people on the east coast then that class would end at 10pm EST which may be a little late for people..so you know we said yeah that's fair. It was a negotiation between I think OPM and probably our administration. [Faculty A1]* |

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| **Faculty A5** | *Yeah, there have been some but usually, after the fact, you know I had the entire course completely designed when they told me that somebody had decided that there was only going to be two hours of synchronous per week maximum. You know it would have been nice to know from day one. But not very much. [Faculty A5]* |
| **Faculty A8** | *Yeah, it's the same content but online when you have an hour less. So we have to adjust.It is stressful because you have to prepare it properly because we have less time. It's not frustrating but I think in my mind how do I implement it. Like as compared to the face-to-face, we have three hours, two hours, so we just need to make sure that what the online course that the students would get in that one hour solid learning by themselves. I think that the online course gets the instructional design, made sure that we do so much more compared to the face-to-face. [Faculty A8]* |
| **Faculty A9** | *Yeah currently it was not. Again I do not think the 2 hours is the issue. Again the issue is really how the course is designed. And it is not appropriate at this point. [Faculty A9]* |
| **Faculty A10** | *Yeah I wasn't frankly very happy about it. I did not like that it was only two hours long because I am used to a 3 hours class not 1 and not 2. I think if you are really going to be involved with the students you're going to have a lot of discussion. [Faculty A10]* |
| **Faculty A11** | *No, not really. The only thing that, uh, I would say about that is that, um, I was really surprised that we have a two-hour live session in the online program. To me that seemed a very strange choice because if you think about it, you know, you said we usually have a three-hour lecture, but that's not really true. Um, the total lecturer time, the scheduled time in face-to-face lectures, right, is two hours and 50 minutes in the middle we have a 15- to 20-minute break. So really we're talking about truly valuable face-to-face time of somewhere between two hours and 20 minutes and two hours and 30 minutes. So really I'm going from face-to-face to online in the face-to-face component, right? Only went down by like at most half an hour. [Faculty A11]*<br>*I think that's a reasonable choice of time slot. Yeah. I think that's very reasonable. I mean, it doesn't exclude, uh, you know, for example, people on the, on the east coast as much, um, and it still hopefully allows those who are on the west coast and our full-time professionals (working professionals) to, to still make that time slot. Okay. [Faculty A11]* |
| **Faculty A12** | *I don't know. I cannot speak to that until I have done it. My sense from talking to Faculty A13 that it seems to be going well. Yeah it's fine so far, [Faculty A12]* |
| **Faculty A13** | *The leadership of OPM in collaboration with R University's online program decided that those would be the best times based on time zones and you know when they believed to be the students work or are adults. We just followed their lead on that. We didn't have very much say on that. [Faculty A13]* |
| **Faculty A14** | *One of the biggest issues is the time. I don't teach in the evenings, I would typically only be teaching in the mornings because I have young children and it's hard for me to do an evening class and my husband also travels mostly for work and so I generally don't teach in the evenings and this has to be an evening course. That is a bit of a bummer. But I will teach it this once. I think that was just the decision made early on. So I did know that that was going to be the case because most of the people are, they're exclusively in the US as I understand. [Faculty A14]* |
| **Faculty A15** | *So I like having it after 5 which is great because I have another job so it is nice doing it in the evenings. And our students have to do it in the evening too because they are all working. So the timing seems to work out right. The two hours I feel like because I have to do a little bit of lecture. Two hours is not long enough. [Faculty A15]* |

**Table: 12-5b (Shorter number of weeks 14 weeks instead of 16 weeks)**

| Faculty/Staff | Quotes |
|---|---|
| **According to the Senior Managerial Staff (M2) at R University, the Program Design Decisions were not made randomly by Program Leads but decided cordially between OPM and R University. However, the communication across all programs was inconsistent. M2 said:** | *Number of weeks for online courses was decided early in the OPM/R University program planning process and that information was included in materials provided to faculty prior to the start of the instructional design process, and reiterated in course planning meetings with IDs. Two hours of live teaching was also decided very early in the process in order to comply with "seat time" requirements (Carnegie units). This requirement was also included in early planning materials and guidelines. Synchronous teaching time was dictated by R University guidelines for course offering times; this is the only design decision that was updated after the course build process had begun. OPM had originally identified a 4pm- 6pm window as the ideal class time, and after I arrived, in consultation with the R University Registrar, we updated the class time to conform to the R University guidelines. None of these decisions were made randomly, and none of these decisions were made by program leads. However, it seems true that the communication about (and understanding of) these decisions was inconsistent across programs. [M2]* |
| **Faculty A1** | *We talked about that. We started with 15 weeks and scratched it down to 14 and the reason for that was because of summer and summer is only 14 weeks whereas spring and fall can be 15 weeks. [Faculty A1]* |
| **Faculty A5**<br>**Overall, Faculty A5 also mentioned about these decisions that they were not uniform and were not conveyed right in the beginning. :** | *I don't know who decided it. But I only found out about it until after I had the course designed. Also I didn't hear from them until later that there were only 14 weeks. [Faculty A5]*<br>*I was told but the time I was done that the course had to be 14 weeks and mine was 15 weeks. And I had to rearrange everything which caused IDFSM2 to have to ..basically re-do everything. [Faculty A5]*<br>*Well..I would have setup as decisions…if they were going to be uniform decisions across all the courses I would have made sure they were conveyed right at the very beginning. [Faculty A5]* |
| **Faculty A6** | *So that was another confusion. So when I started designing the course during January of last year, I was working with a 16-week syllabus which I had. Then suddenly somewhere along in March I was told that they had to bring it down to 14 and then I said why. I think I was told that summer sessions are 14 weeks long so we don't want to have different length sessions. So we have to design for 14 weeks and that's what happened. [Faculty A6]* |
| **Faculty A9** | *I had originally all the course planned it for 16 weeks. I was in course view in the 10th or 11th week. No one told me that it is supposed to be 14 weeks. But Faculty A6 told me. And I had to ask them, I said are you sure we are doing 16 weeks. I had to email them where I had to be proactive and asked, and ID2 did not even know. Then this ID went back and found out. We really struggled how to figure out. You know I originally had a blueprint of the 16 weeks design. I already had all the content of 16 weeks design. So but I was able to figure out a smart way how to do this. Eventually I was able to do it. That part was if they had communicated ahead of time it would have been a lot better too. [Faculty A9]* |
| **Faculty A10** | *So not only have I been limited to 14 weeks but me probably like professors are forced to teach stuff that we may believe we teach but we don't. [Faculty A10]* |

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| **Faculty A11** | *Well, I think that's, that's fine, it's a minor thing really. Um, uh, that's, I think fairly easily adjusted to, for example, a, yeah, using less of a, of a project review approach at the end or something like that. So as we develop the two courses, we didn't actually run into any issues related to the number of sessions that we have available. [Faculty A11]* |
| **Faculty A12** | *Yeah it is still 14 weeks. For spring and winter is also 14. They are all 14 now. My understanding is that we have to develop 14 modules for every class regardless of the term. No I don't see that as an issue because we built in like conference times and holidays and things like that. so on average our actual meeting time is about 14 weeks in the residential. [Faculty A12]* |
| **Faculty A13** | *That was, you know, not easy. Umm but I think the adjustments seem to work okay. The bigger problem that I had was moving the schedule back and so students took finals over the holidays which is just not a good ..you know good structure when you know when they go to have their celebrating Christmas but they gotta come back and take exams between that and New Years. That I strongly recommend they change that in the future. [Faculty A13]* |
| **Faculty A15** | *With the number of weeks, at one point M2 told me that we have to plan for 16 weeks. But then in the Summer we have to make it 14 weeks instead of 16 weeks. So we basically got conflicting information in terms of how many weeks for the content. [Faculty A15]* |

**Sub-theme 13-6: Staff transitions in R University, OPM and IDF create frustrations among some faculty and takes up time during the ID process**

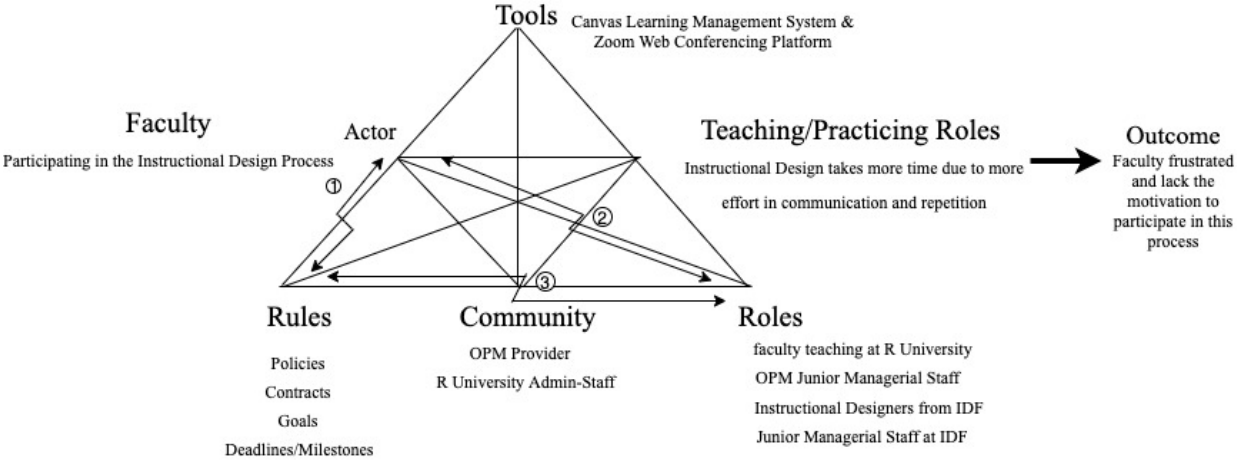


*Figure 19-6.* Activity System context for Sub-theme 13-6.

**Table 12-6: Quotes for this theme**

| Faculty/Staff | Quotes |
|---|---|
| **According to Faculty A10 it costs a lot of time and energy when staff transitions happens. For Faculty** | *Well you know the person who was in charge..I think her name was M2i. M2i is not M2....M2 is a hell of a lot* |

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| **A10, the transition of staff from M2i to M2 was effective due to the importance of this role this person played and the kind of expertise M2 brought in.** | *better. And I wish there was M2 from the very beginning. Because M2i would ask me things like umm..just stuff that M2i should know and not me..I don't know…and M2i would ask we want you to …I am just making it up ...some of M2i stuff asked is so silly….. you know like…I want you to compare the rubrics that different universities in our online programs…it was like open ended…and I want you to write a report 5 pages…I was like what are you doing here?… I have got enough problems to worry about teaching. I don't think M2i was happy doing what this person was doing and I was not happy working with M2i. [Faculty A10]*<br>*What I think doesn't work well is that when key people change. so for instance OPMJM1 left you know and I never understood why this person left. May be this person was assigned to something else but left. My first ID, I know hurt his or her shoulder and this person was the key person and this person left. And so every time people leave you know we have start up cost that we have to get to know somebody else to work with them. [Faculty A10]* |
| **For Faculty A13, a lot of the work process was affected due to these transitions. Faculty A13 said:** | *I think yes. It's kind of a personal. If you want an honest answers it's really a personal question. How is M2 compared to M2i and how our work you know affected by that. We definitely have a preference of the two. We felt like we are more effective in one than the other. same with OPMJM1 and OPMJM2 and these other transitions. Personally it definitely makes a difference. [Faculty A13]*<br>*Most of the transitions were okay. We liked the transitions when the new person was better than the first person. But if it was the opposite, it was bad. I am not going to tell you about that then I did be getting into personal issues. [Faculty A13]*<br>*You know one thing that happens in these organizations is when somebody is you know really good, they get promoted, so as we were both Faculty A15 and I were saying our person IDFJM1. Faculty A15 said IDFJM1 is phenomenal, we want to develop all our courses. Because IDFJM1 knows our subject, this ID is getting a doctorate in our subject and this ID is a great designer and this person works really well with faculty. So we thought this is going to be great. IDFJM1 will work with all our faculty and design it. So just as we are thinking that OPM is going to promote her to the next level and IDFJM1 is going to be more of a supervisor which is great for this person's career and this person is really good so this person deserves the promotion. But the faculty were really disappointed and I haven't checked in to see how its going with the replacement. [Faculty A13]* |
| **For Faculty A12, these transitions happen and it is** | *Yeah..I mean….My response that is did it umm…I work* |

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| **normal. For this faculty the transition process was smooth enough.** | *with a lot of programs as a person in this field (expertise removed for anonymity purposes) and there are certain things that happen when there are transitions. I guess I want to respond by saying was it unusually destructive or unusually tedious given what I have seen in other programs as they transition. And my answer to that is no. Did those things happen and the answer to that is yes. [Faculty A12]*<br>*Yeah..that is the normal. That's just. It was not unusually…It was actually relatively very smooth at least from my perspective so….[Faculty A12]* |
| **Faculty A6 preferred the work of M2, but did not really pay much attention to the transitions as this faculty did not understand who was playing what role.** | *Yeah I think the …I mean M2i was good. But M2 was better because this person is full-time into this. M2 was more responsive on the R University side. OPM side I liked OPMJM1 but after this person stopped I wasn't sure who is in charge or who is doing what. I really could not figure out what is OPMJM2's role and what this person is doing. Towards the end I was not paying attention. [Faculty A6]* |
| **One of the OPM Junior Managerial Staff (OPMJM2) explained how important it was to slow things down and look from everybody's lenses and it took like a month or so to settle down because of the staff transition.** | *Um, because there was a shift in leadership, um, for overseeing this program, um, from one individual to another. And then there was a shift in, um, my role, um, from one individual to me to where, um, there was just some cross. We were kind of ship sailing in the MIGHT and night with all of each other. And so when I got there, it was great to really slow that down for a second and really understand from the different lenses what we could do differently and it took a good month or so to get those pieces in place. [OPMJM2]* |

**Sub-theme 13-7: Asynchronous Communication Applications such as OneDrive and Outlook Emails create frustrations among some faculty during this process.**

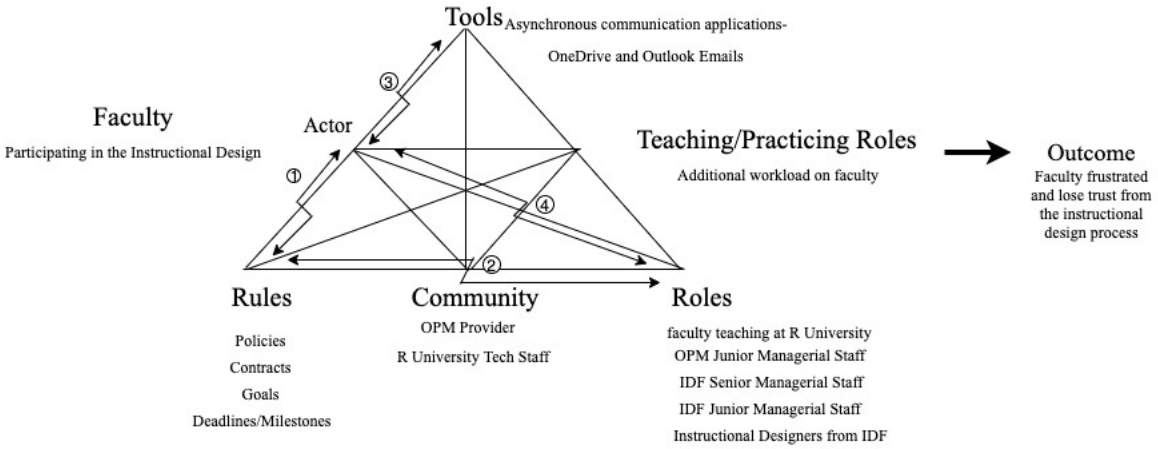


*Figure 19-7.* Activity System context for Sub-theme 13-7

**Sub-theme 13-8: Glitches in the communication, planning and skill-set of OPM Staff**

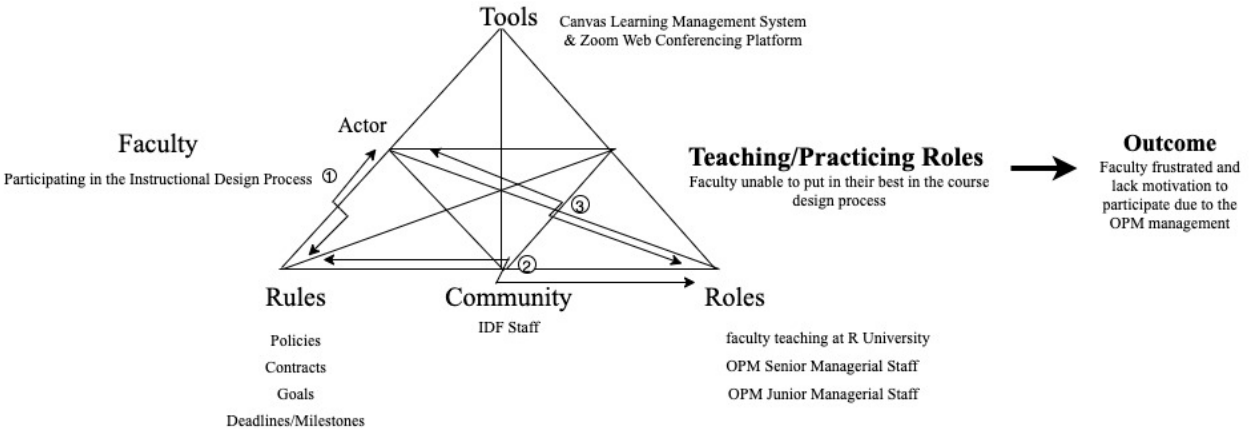


*Figure 19-8.* Activity System context for Sub-theme 13-8.

**Table 12-7: Quotes for this theme**

| Faculty/Staff | Quotes |
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| **According to Faculty A1, OPMJM1 did not like his or her job and was too strict.** | *You know OPMJM1 was not my favorite. This person was nice and everything. I think this person was just too structured and narrow. so I thought IDFJM1… even though IDFJM1 does not work for OPM. The way IDFJM1 did things was much more to my liking. OPMJM2 is also very…I think..I mean that's the kind of instructional design sort of liaison that they want. Because OPJM2 is lot like how OPMJM1 was specific, strict. OPMJM1 just kept pushing the multimedia. I am not sure if this person did any of the other stuff. I don't think this person liked the job with R University. I don't that was in this person's sweet spot. And this person moved to another campus. Like this person is sort of overseeing some other campus build. [Faculty A1]* |
| **For Faculty A13, OPMJM1 did not present logical reasoning on the explanations but had an approach based on personal perspectives. This Faculty preferred the explanations provided from their ID who was IDFJM1. Faculty A13 mentioned:** | *Umm..OPMJM1 seemed to have more umm….you know perspectives on things as opposed to you know real solid theory and evidence for the things that IDFJM1 did. But you know OPMJM1 gave us own logic and we have to decide which way to go with that. Again I had a good ID who was knowledgeable about my topic so I learned a lot from IDFJM1. [Faculty A13]* |
| **For Faculty A10, many of the meetings for which the OPM staff invited me to were unnecessary and a waste of time.** | *I would give you an example in my opinion we don't need meeting with OPMSM1 every week to tell us we're we are where at the end of the semester we have no students. You know it just does not help things. It's just a waste of time. [Faculty A10]* |

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| | *I just told them I am not coming. I not making going to make it. Because frankly I never get anything out of it. I don't know what's the point of telling me for the 8th week in a row that we have nobody enrolled. [Faculty A10]*<br>*Sometimes I would call a meeting that I thought it was ended because I thought that we were not on the same page and we had that because I thought it was valuable. But just to have a meeting just I cannot remember exactly…there were just a lot of meetings where we meet different people from OPM or different people from IDF and they would show us for instance different things that have been done in different programs. Fine that's nice but there seems to be too many umm…I guess across the vision meetings where M1 would come and faculty would come and everybody would be there and I can probably say that I don't get much out of these meetings. [Faculty A10]* |
| **Faculty A12 had serious communication problems with OPM staff regarding which meetings this faculty had to be part of. Sometimes this faculty was not communicated properly about having a meeting with the new Instructional Design Firm immediately and sometimes this faculty was also invited to participate in other Program Area meetings and then during these meetings was asked to leave.** | *I think the biggest thing that I observed is that sometimes there is a difficulty in communicating between the different groups and stakeholders and so some information gets mixed or lost or ignored. But I think that's more of a temporary situation rather than a systematic issue. It has been a lot better since the beginning. So I was informed that the new ID firm was going to be contacting me in meeting and starting on the course development process about two on the day that they were supposed to meet me. And I was not aware that I was going to be meeting with them on that day. So I was quite surprised to hear that they wanted to start in December. By they I mean both the new ID firm and OPM and everyone. They basically expected that that would be the start date. But I was not informed about that. It was announced during a meeting that I was attending virtually that I would be meeting with the new people. So I was just sitting there and they said that Faculty A12 would be the first one to meet them and start them..and I was there..and in my mind I was like I did not know that. And it was the same day I was going to be meeting. In that meeting I had OPMJM2, …yeah I don't recall. And I let them know about this miscommunication and they apologized. I ended up moving my schedule so we can just take care. But I communicated to them from next time let me know ahead of time. It was OPMJM2…yeah …There were other OPM people. I think OPMSM1 was there but I don't know how involved this person was. [Faculty A12]*<br>*Its these types of..that's the …you know there are meetings scheduled and we don't know who is supposed to be there or if its a real meeting or just on the books and no one is there. That happened quite a bit in the beginning but I would say it has definitely been reduced considerably…umm…as we have gone* |

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| | *forward. [Faculty A12]*<br>*There were more such in the beginning when the process started. Yeah..like we would not know that we were suppose to attend certain meetings. Sometimes the assumption was that we were invited and sometimes I would attend the meeting and then I would be told …Oh no you are not really suppose to be in this meeting but I was in the invite. And so that happened a few times in the beginning. These were Planning, Logistics…Overall Director level Meetings. Usually the Program Directors. OPM that time there was OPMSM1…the other person I can't remember this person's name..OPMJM1. …By program Director I mean ...At that time there was M2i…and the Program Directors of other program at R University. And some of them they said that you were not needed in those meetings because they were specifically about other Online Degree Programs at R University and you know…so yeah…That's happened. [Faculty A12]* |
| **Looking at the perspectives of the Instructional Designers who participated in this study also claimed some concerns in communication and planning from the OPM side.**<br>**ID3 mentioned that the OPM was unprepared to present during the initial kickoff meeting where all faculty from R University, OPM staff and IDF staff met the first time.** | *So just take note the first time I met OPMJM1 first time I met OPMJM1 was at the kickoff meeting and I really didn't know who this person was or exactly. I mean I knew that I knew that this person had a title but I understand what how that all ended because there were so many OPM people there. In fact that this meeting kind of on the fly. Someone at OPM asked me to go down and answer faculty questions because they felt that I had a good rapport with the faculty while the people that were presenting just weren't giving the faculty the answers that they needed. You know not that it was they were doing a bad job, it's just that sometimes different people communicate in different ways. [ID3]*<br>*Yes we worked with really OPM and IDF and I think OPM worked with R University. So our first meeting with the R University faculty. Now you have to remember I was in the first wave and we learned a lot in the first wave. So we had a large meeting with all the stakeholders and that could be anyone from program directors to the actually the faculty that we were working with. And that meeting didn't particularly go well and the faculty didn't really get their questions answered. They really wanted the biggest thing that I saw there is they really want to know what is media what is multimedia what does that mean. What does it look like how can we use it. And we really weren't prepared to show some of those questions because it's not easy just to bring up media if you're not you're not ready for it. So in the second half of the meeting we tried to show a little bit more which did help but I think that our processes have been refined now so we know a little bit more about how to present to the faculty what they really needed and not so much what they needed to but to present with them a clear scope of work a clear* |

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| **ID3 also claimed that they were not presented with any information about the faculty they will be working with and that they had to find their bio's via Linkedin or something like that.** | *direction on this is the process that we're taking because we were using terms like storyboard and media and animations and interactives and they had no idea. So I think that we could have done a much better job of telling or explaining to the faculty this is what an online course is and this is how it's different so that we engage with them. [ID3]*<br>*Yes. The briefings mainly on the faculty background were were left to us to kind of research from their bio page or from LinkedIn or something like that. We certainly were alerted to the prestigious background of R University and that these certainly were experts in their field. And that ultimately if the faculty said that they wanted something done a certain way then that's the way we were going to do it. [ID3]* |
| **ID3 also added that the relationship between OPM and IDF was complicated, clunky and awkward as there were no set procedures, templates or any planning and everything in the beginning looked like a startup with nobody knowing what the nexts steps were.** | *It seems to me that the relationship is complicated between OPM and IDF and where previously I have worked for let's say an OPM company. It was just a much easier process. And I don't know. I don't know how to….. I am not going to point fingers because I don't know where they belong but I will say that when we first started there were no policies and procedures in place. There wasn't…… This is your blueprint template. This is a storyboard template. This is our are our way of doing things for lack of a better word….[ID3]*<br>*So you know no words OPM and say this is the way we do things. I mean we didn't learn about their learning stack for example a month or two into the course development …..we did learn about their approach a month or two into the development. So I remember we had a meeting with OPMSM1 I forget this person's last name and this person presented kind of OPM approach that was well after we were on board and so we had we just had no idea. So I think the relationship from the beginning was very clunky and very awkward because as I said I worked for IDF not OPM and so. It would be like talking to your boss's boss is going over your boss to talk to someone. And so that relationship wasn't very clear. Now that we have a better understanding we know how to manage that relationship better and I mean I said I was on the first team and I remember IDFJM1 I trying to come up with a blueprint that everybody could use would look the same and they did not have a blueprint. So a lot of things like that made it very very difficult because we were trying to develop a course trying to develop some standards when we didn't even know what the standards were. OK. So this experience was particularly difficult to get started where I've just never experienced something just so so difficult to get started we have to do things three times before someone would be happy about it because we didn't know what the expectations were. [ID3]* |

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| | *So OPMSM1 was in the big meeting that we initially had our kickoff meeting. OPMSM1 and OPMJM1 were there. OK but we didn't we didn't know them. Let's say the OPM way you know that the OPM vision we weren't informed of that until a month or two after we started the process. [ID3]*<br>*And someone said that we look like a startup company. You know all the confusions when you're a start up company when you just trying to figure things out. There was no procedure. There was no 'Let's do it this way'. There was no timeline. There were no templates, no guidelines…this is who we are ..there was none of that. It was very clumpy to begin with. [ID3]*<br>*I mean I am not sure that is the right word. But they certainly they did not have things in place in order to hire someone else to do what their vision was. I will say that. Whatever their vision was, they did not have the tools in place that would enable a clear path to work with faculty. [ID3]* |
| **According to ID2, this OPM Junior Managerial Staff had a transition and there was no one to overlook for a week. ID2 also mentioned that these Junior Managerial Staff from OPM were not fully present in most of the zoom meetings.** | *Well in the case of this particular OPM, it seems to add an extra layer of bureaucracy this particular OPM they change their Junior Managerial Staff frequently. So you'll be working with one Junior Managerial Staff and then all of a sudden one week they're gone. And another one is slotted in and that might be fine, you know, if as long as you know, you're not having to adjust the point of view of the course or the design direction for the course also in the case of this OPM I don't know what it's like with others….they would be present in in the zoom calls, but many times they were also doing something else. So they were not fully present. They would come in. Sometimes they would announce themselves. They turn off the camera mute their phone and then they might pipe up a little bit later if they you know, here's something that attracts your attention. So they're not fully present in the call. [ID2]* |
| **ID4 came late into the process in term 1 build but felt a lot of tension. ID4 claimed that the relationship was not collaborative because of OPMJM1 being too difficult to work with and wanting things his or her own way. There were a lot of conflicts when this ID joined the end of term 1 build.** | *And I think from what I saw because I came in late in the process before from what I saw that seemed to be less of a collaborative relationship than what we have now. Now OPMJM2 is very very open and collaborative. If OPMJM2 suggests something that I don't agree with or the professor doesn't agree with this person is very open to like discussing it and saying OK well that makes sense, I understand why you don't want to do that. Or you know I'm okay with that I'm open to other suggestions. Whereas before in term one I don't think that the OPM partner that we had last term would do that I think OPMJM1 was more kind of this is the way you're doing it. This is the way it has to be done working. Yeah and I think OPMJM1 was more difficult. I don't know what all went into the reason why OPMJM1 did not continue as our Junior Managerial Staff from OPM side but my assumption was that it was* |

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| | *because OPMJM1 was difficult to work with. I don't know. [ID4]*<br>*I mean I think this time it just to me coming in as an outsider late in the process but I just felt a lot of tension last term and I felt a lot of you know it almost seemed like conflict. There was a lot of conflict. There was a lot of kinds of back and forth. And that really hasn't happened this time it's been much much smoother. So yeah. [ID4]* |
| **IDFJM1 claimed that the set of expectations for both IDs and faculty were not clear in the beginning. Many things like the Eppic Rubrics, Course examples, amount of time required and detailed information on faculty profiles and personas were not communicated to them by IDF upper management nor by the OPM staff.** | *I think we made some changes and now I think things are going better with the second batch of courses but I my perception was that may be for the first set of courses, the expectations were not set as clearly with the faculty or with the ID's. I don't think it was clear that how many hours the faculty were expected to put in. And I don't know if the faculty knew that. Like I didn't know for sure on the ID side that how many hours I would expect the faculty to be working on this. Whereas in the second round of courses at every intro meeting like at the start of the project we talked about that, that the faculty should expect to spend 10-15 hours of week not he courses. So I think if they know that coming in they can either commit or if they know if they don't have that much time then they can speak upfront. Because we definitely had those timing issues with those first batch of courses. Also, we did not necessarily know and some of the faculty had like planned vacations and things like that that also. Like what we found out about this last minute and we were like Oh no.. now how is this going to impact the schedule but this time time with the second set of courses we had a set of questions we talked about upfront like do you have any planned vacations or a holidays or things that you know you will not be available to that we can put that into the schedule and then plan for it better. Then the EPPIC rubric again that was not something that was discussed early on. Actually it was after the blueprint before anyone saw it on both the ID side and the faculty side, but this time that was shared early on so that faculty could see that OPM is reviewing the courses while we are working towards those same set of standards. So I think that was helpful. Also because we have done a set of big courses we have a lot of examples. We have courses we can show and say this is how it was done in this course and this is how is was done in that course. And we were developing the first set of courses there were still decisions being made about how things will be built in Canvas..what the homepage will look like..like all of those things were still being decided. so I think there was rework. But it was I think, most of the rework impact on the ID and not much the faculty I hope. I think that was one of the challenges that expectations I don't think were clear for the ID's or for faculty in the* |

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| **IDFJM1 also mentioned that IDF was working with OPM for three other universities and the projects started at the same time. This means that OPM never worked with this ID firm earlier and there was the first time they were working with these people. Question arises on why did OPM decide to provide R University the option of this ID firm without prior experience with this firm. This shows lack of proper planning from OPM side to define and meet expectations of R University.** | *first round but I think it was much better the second time around. [IDFJM1]*<br><br>*IDF is currently working with OPM on projects with three universities. All three projects started around the same time. [IDFJM1]* |
| **Based on Theme 3, OPMSM1 also claimed that they were unprepared to talk about what multimedia videos could bring in for faculty in their course designs.** | *Now we, when we ran into issues of faculty not wanting to use VMF, um, the sense that I got is that they were reacting because they didn't see the value and we didn't have enough examples to show them because we can't use what we're doing at other schools to show them. And we were such a new company. So part of the issue of faculty being reluctant to use videos was on our end, on our not being able to show a robust variety of videos and things that VMF could do for them. [OPMSM1]* |
| **OPMJM1 claims that they had not met a lot of faculty before starting this process and did not have much information about faculty before the start. This again explains that OPM did not plan to first understand the faculty audience.** | *It's, it's hard, honestly, it's just really hard to match people, you know, when they don't know each other and when you haven't. Like for example, we hadn't met a lot of the faculty until the kickoff and the problem we run into is at the, at the kickoff meeting, what do you start building. You have to have the IDs assigned so they can start working together. And so there's that lack of your, you kind of, you're doing your best to assign the instructional designers with very little information. [OPMJM1]* |
| **OPMJM2 claims that when this person joined close to the end of the term 1 build there were a lot of gaps in communication, organization, planning and expectations from everyone's end.** | *Yes. Um, when I came on there was a lot of gaps due to just misinformation in the speed in which we were operating and um, even though people had common information at times they were working off different definitions of what those terms are or items meant. So there was just a lot of miscommunication, um, and a lot of area of improvement for being able to get on the same page by further defining and having common working definitions of terms what was being said, how it was being said, so that we could try to get out from underneath another gap which was we were just going so fast and so hard all the time that it wasn't sustainable and we weren't effectively considering items and the ways in which they needed to be considered, um, because of the speed in which we were operating. So there was a lot of emotion involved and a lot of psychological, um, unrest because it was just, it was a lot and it was taking a toll physically and mentally on folks. And those were some of the things that were shared with me when I got here as to how can we make this process better and what are the gaps that you are currently identifying? And a, a good number of* |

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| | *them weren't due to motivation. We had some faculty, there were some faculty who were still in the process of understanding what all this meant for them, but in large part the motivation was really I'm there and the faculty wanted to help create these programs that would go online to help students, but what was lacking was some of the knowledge and skills and an example of that is what I've already identified with just common working definitions. And I will extend that too. I'm also having a lack of processes and procedures that were more streamlined so that they could be effectively and efficiently, um, implemented. And then also some of the organizational pieces. [OPMJM2]* |