

Instructional/Performance Design: Case #14, Ricardo Martinez

Meeting Notes: Georgina Bates (March 2, 2009)

Department: Human Resource Development

Course: HRD 512: Organizational Psychology

Issue/Concern: G. has received several emails from students who appear confused about

- assignments (“I didn’t know I was supposed to do an interview? Where does it say this?”)
- due dates (“The paper was due yesterday? I didn’t see a due date posted...”)
- class activities (“Where is it? The discussion thing, I mean.”)

Comments from mid-semester student course evaluations indicate similar issues; although the content is good, students are unclear about course requirements (assignments, due dates) and can’t seem to find their way around the course web site

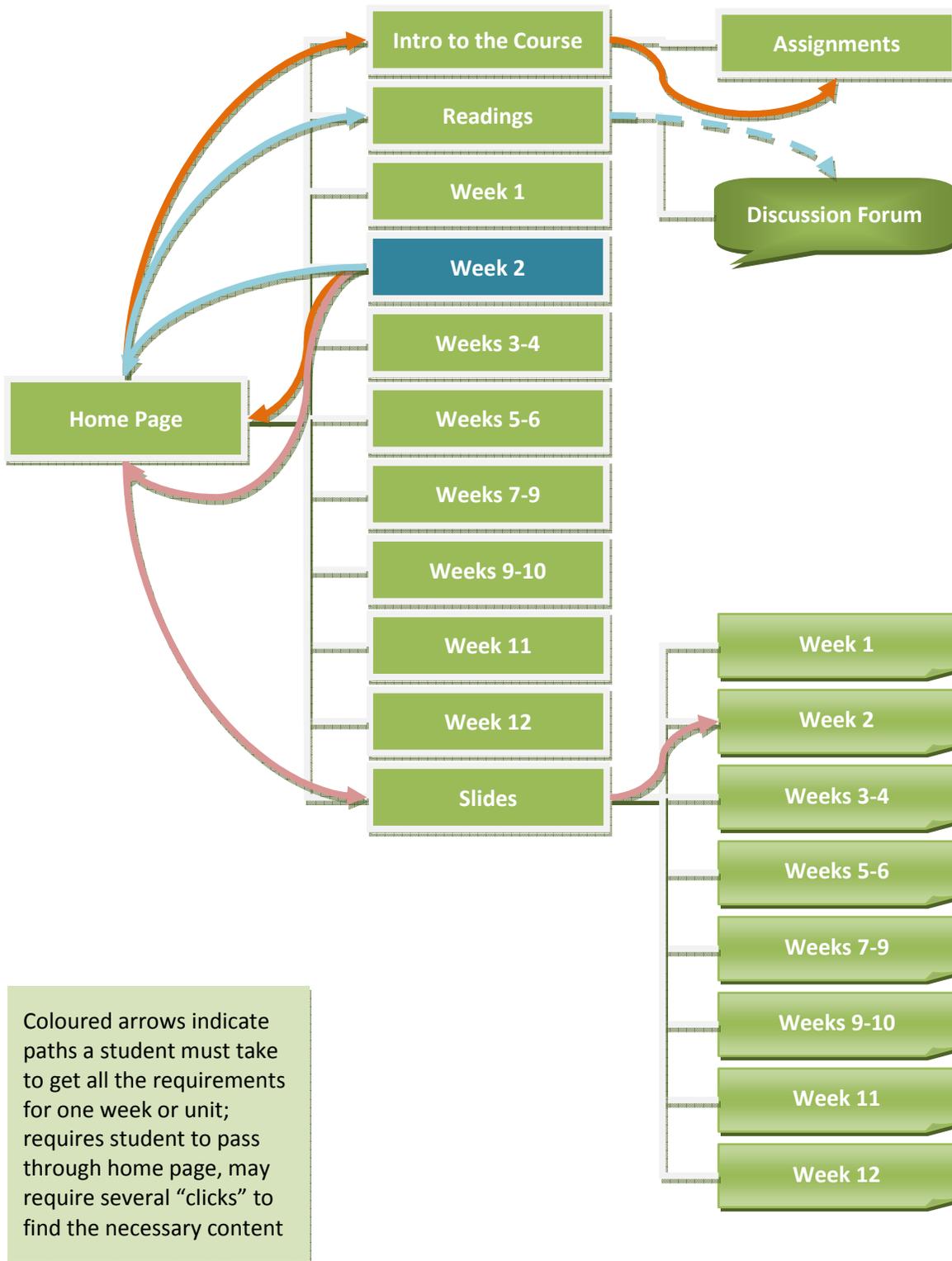
G.’s own list of concerns mirrors the students, but from an instructor’s perspective: some students aren’t participating in online discussions; students’ assignments are late or don’t match the posted criteria; too many questions from students where the answers are available on the course web site

G. is teaching online for the first time; first time this course offered online; using FrontPage to develop and maintain course web site

Explored course web site together, with me looking at it from a student perspective; discovered that course material for each week was scattered over several web pages, forcing students to jump around the site via the home page to get access to readings, PowerPoint slides, assignments & due dates, and discussion forum

“If the learner can’t find it, it really *isn’t* there” → **Need to reorganize content on web site:**
each unit page needs to include all content for the week, or at least links to the content (readings & discussion topics, slides, assignments, etc.), as well as navigation links to key pages on the web site.

Current Course Structure



Redesigned Unit Page (new content is highlighted in red)

Week 2: Motivation and Attitudes

This week we'll begin by asking...what makes people do the things they do? Pretty big question. After you complete this week's readings (see below), take a look at the [slides](#) for this week and what a number of experts have to say about this question. Then check out the following websites for additional information:

- [Motivation and the workplace](#) (make sure to check out the audio interviews...they're good!)
- [Systems thinking about workplace problems](#)
- [Making sense out of chaos](#)

Readings

- Bradley and Moore, chapters 2, 4
- Tomlinson, pp. 15-45

Discussion Questions

In the [discussion forum](#), respond to the following questions:

1. Think about people you work with (or have worked with). Use the slides and this week's readings to consider why people sometimes appear to behave in ways that seem counterproductive. Provide some examples and insights.
2. What's the difference between intrinsic and extrinsic motivation? Why is this distinction important?
3. What recommendations would you make in your organization to use the information gained in the [slides](#), websites, and readings?

Assignment

Search for and post one additional resource related to this week's topic in the [discussion forum](#).

[Home Page](#) • [Introduction](#) • [Readings](#) • [Discussion Forum](#) • [Slides](#) • [Assignments](#)



[E-mail me with questions](#)

Benefits of redesigned pages:

- all course content for the week/unit is gathered together in one place
- links directly to content available on separate web pages (one click away) – no need to go through home page
- provides navigation bar to allow student to access key content (course requirements and policies)
- did not require major restructuring; made use of existing site architecture (less chance of broken links)

Initial Recommendations for Future Course Development

- If G. continues to use FrontPage, consider employing free tools such as Slideshare (<http://www.slideshare.net/>) to embed PowerPoint slideshow directly into the unit web page and investigate possibility for embedded discussion forum (to make each week's activities even more visible/obvious)
- Consider using a learning management system (e.g. Sakai, Blackboard) to manage course – offers a variety of tools for student discussion and interaction, as well as course navigation

Follow-Up Plans

1. Contact G. in a week or two to see how students are faring with the re-organized web site:
 - Are students finding all of the course material needed?
 - Are they turning in assignments on time, and completed according to the requirements?
 - Are G.'s concerns about student performance and content of questions being addressed?
2. At conclusion of course, set up meeting with G. to review and discuss ideas for future development; some questions to consider:
 - Overall, how was your experience teaching this course online?
 - How did teaching this course online compare with teaching it in the classroom? What worked well? What needs improvement? What was lacking?
 - From your perspective, how did students do in the online environment as compared to the face-to-face environment? What worked well? What was lacking?
 - Were there any aspects of your classroom course that did not translate well into the online environment? What were they? Did they affect the overall success of the course and/or student performance?
 - We talked earlier this semester about problems students were experiencing – did the changes we implemented solve the problems? If not, what still needs to be resolved?
 - Would you teach this course online again?