Title: Effective online instructional design as perceived by teachers and students in selected private colleges and universities

Author: Leni Casimiro

Date Completed: 2009

Granting Institution: Adventist International Institute of Advanced Studies (AIIAS)

Description: Unpublished Thesis (Ph.D.) ; 334 pages

Abstract:

The main purpose of this study was to identify effective instructional design practices for fully online courses, and the factors associated with them, in integration of faith and learning (IFL) is practiced. An adaptation of the community of inquiry (Garrison, Anderson, & Archer) approach to instructional design—called the integrated community of inquiry model—formed the analytical framework in determining effective instructional design practices. Using descriptive-correlational research design, the possible factors explored in this study included certain demographics, institutional support, instructional preferences, and individual contexts such as teaching or learning style, attitude towards online learning, motivations for taking or teaching online classes, and satisfaction and achievement.

Respondents were 300 higher education students and 72 teachers from 14 Christian colleges and universities in the United States, Philippines, and Mexico. The online survey used consisted of 4 parts: the personal information questionnaire, the Online Instructional Design Survey, the Online Learning Context, and the Online Learning Style Inventory for students or Teaching Style Inventory for teachers.
Results showed that effective instructional designs of online courses consist of instructional practices and some related factors that characterize online students and teachers. In the area of instructional practices, this study found that strong teaching and cognitive presences are essential for online courses to be effective. This indicates a collaborative yet teacher-led learning environment. Social presence was deemed less essential while faith presence was considered least important in influencing learning. Among the other factors considered, the positive predictors of effective online instructional design were satisfaction and achievement, institutional support, eclectic teaching style, and use of discussion forums. The negative predictors were interactive course materials, information-focused learning environment, competitive learning style, convenience as teachers’ motivation to teach and technical skills as students’ motivation to take online classes.

In designing online instruction, this study recommends that teaching presence be felt in online classes and that teachers strive to attain an eclectic teaching style; that course tools be chosen based on their pedagogical purpose and not on their technical qualities; that more collaborative learning activities be used; and that a more intentional IFL be implemented in online classes. Future research should be focused on finding more effective IFL strategies online.