Pivoting Your Instruction
A Guide to Comprehensive Instructional Design for Faculty
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Preface

• John Adams famously said, “Every problem is an opportunity in disguise.”

• I’m fairly certain that everyone in higher education would agree that the COVID-19 pandemic has caused significant problems in our colleges and universities.

• Nevertheless, the opportunity waiting in disguise is what we learned from this extraordinary experience.

• In *Pivoting Your Instruction*, I walk with faculty on a journey to mobilize their hard-won skills and knowledge by employing the principles of design to create effective student-centered courses that can easily pivot from one instructional model to another.
Chapter 1: The Intersection of Identity and Philosophy

- **Self-knowledge** helps us recognize our motivations and modify our behavior when we see that our past actions have not yielded the results we wanted to achieve.

- Our first task is a thoughtful examination of whether we hold a faculty-centered or student-centered philosophy of education.

- We also need to recognize the hidden bias of college readiness before we can become student-ready educators.
Being Student-Ready

• Our students are far more diverse than ever before, and a **student-ready, student-centered mindset** allows us to **meet students’ need for an education** that empowers them to reach for their goals and dreams.

• The better we understand ourselves and our students, the more we increase our ability to see beyond deeply ingrained aspects of faculty culture and move towards practices that support students’ success.
Learning-Centered Model of Education

- Instructor
- Student
- Course Content
- Discipline
- Institution
Chapter 2: Student-Centered by Design

The tools of design help us re-envision our work from a student-centered perspective, providing a framework in which we can engage in pedagogical and curricular innovation that establishes empathy for our students as the central tenet of our work as educators.

Ideation and innovation in curricular and pedagogical design require fresh approaches to creating courses that improve upon the instructional norms of the past.
Design Methods

**Instructional Design**
Designing course structure and content

**User Experience Design**
Designing learners’ interactions with course materials and instruction.

**Learning Experience Design**
Designing the learning experiences within the course.

**Design Thinking**
Developing empathy for the learner to drive the course design process.
Backward Design

1. Identify Outcomes & Objectives
2. Select Assessments
3. Plan Instruction
4. Create or Gather Instructional Materials
5. Teach the Course
Rationale

• When we implement UX design, instructional design, learning experience design, design thinking, and backward course design, we enact a continuous, productive, and beneficial cycle of empathize-define-ideate-prototype-test each time we teach.

• This knowledge is fundamental to developing flexible courses that deliver effective learning experiences.
• Without a doubt, building a new course online or adapting a previous course for online delivery involves a substantial investment of time and creative energy, using strategies for empathy and ideation to create content that delivers the requisite instruction while also exhibiting best practices in pedagogical and curricular design.

• The LMS is a powerful tool that expands our instructional options and allows us to prioritize our students’ success regardless of how the course is delivered.
Intentional Course Design

- Comprehensive Instructional Design asks faculty to build all of their courses in the LMS regardless of how they will deliver their instruction.

- When everything is prepared in advance on the LMS, we can avoid the “Apollo 13 moments” that we faced in the spring of 2020.
Quality Matters and OSCQR define standards for reviewing the quality of online courses.

The Quality Recommendations in Chapter 3 synthesize these ideas and re-order them into a checklist that all instructors can use to plan and evaluate their online courses’ design.
Chapter 4: Pivoting Between Models of Instructional Delivery

• Students rightfully expect that the institution and its instructors will uphold their responsibilities within higher education’s social contract. Providing continuity by being prepared to pivot helps ensure we have the capacity to fulfill our end of the bargain.

• Chapter 4 offers a shared understanding of terms relating to seven instructional models spanning a continuum from fully online to fully face-to-face, providing a definition, strengths and weaknesses, and strategies for implementing each one.

• Building the course into the LMS before the first day of class using Comprehensive Instructional Design goes a long way towards ensuring quality and continuity, no matter which model or models we use.
Models of Instructional Delivery

- Fully Online and Partially Synchronous
- Hyflex: Simultaneously Online and Face-to-Face
- Modified Face-to-Face and Partially Asynchronous
- Fully Online and Fully Synchronous Instruction
- Flipped: Asynchronous Instruction, Synchronous or Face-to-Face class sessions
- Fully Face-to-Face
High Impact Practices are proven to support students’ success, reflecting the student-centered philosophy of teaching at the heart of user experience design and design thinking.

We don’t employ high impact practices because they make our job as educators easier - we build them into our courses and programs because we care about delivering the best educational experience within our power.

Each instructor can use the strategies and suggestions in this chapter to define how they can include High Impact Practices in their courses.
High Impact Practices

• First-Year Seminars and Experiences
• Common Intellectual Experiences
• Learning Communities
• Writing-Intensive Courses
• Creativity-Infused Learning: the Missing HIP
• Collaborative Assignments and Projects
• Undergraduate Research
• Diversity/Global Learning
• ePortfolios
• Service-learning, Community-Based Learning
• Internships
• Capstone Courses and Projects
Eight Key Elements of HIPs

• **Performance expectations** set at appropriately high levels
• A significant **investment of time** and effort by students over an extended period
• **Interactions** with **faculty** and **peers** about significant matters
• **Experiences with diversity**, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
• **Frequent, timely, and constructive feedback**
• **Periodic, structured opportunities to reflect and integrate learning**
• Opportunities to discover the relevance of learning through **real-world applications**
• **Public demonstration of competence**
Chapter 6: A Culture of Care

- **Empathy** is central to design thinking, but it is also the heart of teaching.
- Higher education is a fundamentally human enterprise built on the relationships between faculty, students, staff, administrators, and the community.
- Prioritizing these relationships by caring for ourselves, our students, our colleagues, and our institutions aligns our priorities and places our focus where it belongs - on providing our students with the best educational experience it is within our power to deliver.
The Culture of Care
The Trim Tab

- The idea of the “trim tab” - a small part of a ship’s rudder that helps guide even an enormous ocean liner - tells us that each of us can make a significant difference in the lives of others. Every person, no matter what our circumstances, can change the world for the better.

- Small actions by instructors can significantly impact students’ experience in our classrooms, especially when these are motivated by care.
Epilogue Part 1: A Letter to Administrators and Academic Leaders

- **Our institutions were already in need of innovation and transformation before COVID-19** because they have not kept pace with the world outside our doors.

- **Administrators should be prepared to lead** our institutions to pivot between operational models just as faculty can move fluidly between instructional models.

- We are called to redefine our institutions even as society redefines what it means to be an educated person, leading with vision, passion, courage, and empathy as we help our colleges and universities transform from what they've always been to what they must become.
The world does not stand still. Sometimes all we can do is choose how we will respond to the forces surrounding us, thinking deeply about how our actions as educators intersect with the world outside our doors.

Our beloved histories and traditions – by themselves – may no longer be the best way to help our institutions achieve the primary mission of making the world a better place through the advancement of knowledge.

Adopting Comprehensive Instructional Design will help us through whatever we face, allowing us to provide continuous, high-quality instruction, whether we teach online, on campus, or a blend of both.

Epilogue Part 2: A Letter to Faculty
We all have the power to be change-makers, one step at a time.

• *Pivoting Your Instruction* isn’t only about course design.

• Its central message is that we should learn from our valued histories and traditions but not allow ourselves to be constrained by them.

• I believe it’s time to open our minds to innovation in higher education, approaching our work as educators with grit and a growth mindset shaped by the principles and practices of design and fueled by a student-centered student-ready perspective and culture of care.

• The longer someone has been working in higher education, the more challenging change may be, yet I can wholeheartedly assure you that the rewards are well worth the effort.