A1: Systems Map- Winthrop's Office of Online Learning
LTEC 647
Winthrop University
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Winthrop's Office of Online Learning (WOOL)

Description
Winthrop's Office of Online Learning (WOOL)(https://www.winthrop.edu/onlinelearning/)
is a division of Winthrop University. Winthrop University is a public university in Rock Hill, South
Carolina. The goal of WOOL is to align with the Strategic Vision for Online Learning at Winthrop
University. To align to this plan, the mission of WOOL is to support delivery of quality online,
hybrid, and technology-enhanced courses; the design, development, and assessment of
instructional strategies and materials; and the use of Blackboard and integrated software.
WOOL also provides support and training for Blackboard for students as well as staff. WOOL is
an open system guided by Winthrop University and its faculty, staff, and students' needs.

Major Components
1. *Learning Design and Technology (LDT) Graduate Program Director*
   - The LDT Graduate Program Director is over the LDT Masters Program. The
     Program Director creates, implements, and evaluates the standards,
     requirements, and courses of the program. Even though the Program Director is
     heavily involved with online learning, this role would be considered an ancillary
     component. This is because the Program Director is not expected to troubleshoot
     Blackboard Ultra for students.
2. *Online Learning Director*
   - The Online Learning Director is in charge of WOOL. The director is involved in
     the creation, implementation, and evaluation of online learning. They ensure that
     there are high-quality materials that meet accreditation and compliance
     requirements. This position is an ancillary component of the system. They do
     make many of the choices for online learning, However, the students would go to
     an online learning support staff or Blackboard Admin for troubleshooting first.
3. *WOOL's Advisory Group*
   - The Advisory Group is made up of individuals with various roles within Winthrop
     University. There is an individual from each of the main colleges of Winthrop
     University. Also, there are individuals from the Dacus Library, Office of Online
     Learning, the Graduate School, Office of Accessibility, Office of Computing and
     Information Technology, Institutional Effectiveness, Chief Executive Officer, and
     an Innovation Coach. The purpose of this group is to guide, support, aid, and
     advocate for the development and advancement of online learning. This would be
     considered a primary component because this group's goal is to improve online
     learning. This directly affects the students' success with online learning.
4. *Blackboard Admin*
   - The Blackboard Admin is the person who gives faculty and students tier 2
     technical support for all Blackboard products. This would be considered a primary

component. This is because this position is the next step for assistance. If one of the WOOL's team members or the resources cannot help the student or faculty solve the problem, they will next reach out to the Blackboard Admin.

5. *WOOL's Team Members*
   - WOOL's team members are Learning Technologists, Online Learning Support Specialists, and Learning Designers. They are a primary component to this system. This is because they will assist students and faculty with Blackboard, its integrated software, and other online learning needs. They provide technical support for the users.

6. *LDT Professors*
   - Professors are a primary component because they create and design the courses in Blackboard that fit the needs of their class. Many professors place the class schedule and syllabus on Blackboard to future references. They create or upload articles, videos, audio, and other visual media. The professors create the assignments, discussions, and assessments. Also, the grades for assignments, assessments, and participation are posted with feedback.

7. *LDT Students*
   - Students are a primary component because they are the ones who are actively working with the Blackboard interface and their classes. They are updating their profile with their information. The students must find their syllabus, readings, visual media, assignments, and assessments. Then, they must know how to accurately complete the assignments. This includes uploading assignments, using the text boxes, adding to a discussion board, and responding to their peers in the discussion board.

Inputs and Outputs

Inputs
1. Strategic Vision for Online Education- Vision set to align with the Winthrop Plan for high-quality and affordable education
2. Guiding Principles for Online Education- Principles designed by the university including student-centered experience, ongoing support for faculty, and provision and support for emerging technology
3. The Advisory Group- members who serve as advisory to WOOL to best support and deliver online learning
4. LDT faculty- Professors of the LDT program
5. Online Learning support staff- Support staff for the online learning department
6. LDT students- Graduate students in the LDT program
7. Graduate school staff- Professors and administrative employees of the graduate school
8. Maintenance staff- Staff assisting with the technology updates of online tools
9. Computing & Information Technology department- maintain hardware and software of online learning

10. Well-established learning technologies- such as the Blackboard learning management system and its discussion boards, accessibility technologies, computers, the internet, etc.
11. Emerging academic and learning technologies- new technologies being introduced to faculty, staff, and students
12. Learning Design & Technology Research- Research guiding principles instilled in the program
13. Stakeholder feedback- feedback from students as well as faculty and staff

Outputs
1. Online and hybrid course design and redesign
2. Online pedagogical support
3. Recommendations for technology-integrated instructional strategies to enhance learning environments
4. Faculty support- Individual and group consultations for faculty
5. Workshops- Professional development workshops for faculty
6. Instructional design support for faculty- support for faculty in the instructional design of their courses
7. The design, development, and assessment of instructional strategies and materials
8. Tutorials- The production of tutorial materials and resources for faculty and students
9. Blackboard Assistance- System administration for the Blackboard learning management system (LMS)
10. Blackboard support- Training and technical support for users of the LMS and integrated software
11. Quality, accessible online, hybrid, and technology-enhanced courses

WOOL staff combine instructional design processes with inputs, gather data, and analyze feedback from stakeholders to create improved outputs. Throughputs also include the design, development, and evaluation of materials and resources used to teach students to navigate and use Blackboard Ultra.

Feedback Loop

Negative feedback loops
1. *Discussion Forums*
   Suppose there is a lack of participation and interaction on discussion boards that could result from unclear expectations or lack of structure, regardless of the reason this can feed into a negative feedback loop. This is cause for reviewing how discussion boards are facilitated and ensuring the content is engaging and relevant to the learner.

2. *Accessibility of finding courses and accessing assignments*

The inability to provide clear instructions on a task such as finding a course and accessing content creates another space that can feed into a negative feedback loop. This can affect student engagement and performance which should be addressed and prompt evaluation about what could be done differently to make such an important factor more accessible and easier to navigate.

Positive feedback loops

1. *Student support and resources*
   Providing students with adequate resources helps to navigate online learning and improves the learning experience. These resources and tutorials were designed to help students understand common tasks and how changes in the system are being implemented to create a more accessible learning environment.

2. *Retention and interaction*
   Faculty and staff can monitor student activity and progress, this enforces regular communication between students and professors throughout the semester. Professors can prematurely aid students who show a decrease in participation which can prevent poor performance.