TRANSFORMING YOUR FACE-TO-FACE COURSE INTO AN ONLINE OR HYBRID COURSE

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Outline

Overview of shift to online teaching & learning
Course design standards of quality
MSU’s OCIA course design model:
• Orientation, Content, Interaction, Assessment
• Accessibility & Copyright

Montclair State University Launches First Fully Online Master’s Degree Programs

Applications are being accepted for Spring 2013

Course Definitions at MSU

Face-to-Face Courses: Course sessions occur in the traditional classroom environment, on campus or at satellite locations, during required face-to-face meeting times. The Internet and other technology may be used for supplemental course content and activities.

Hybrid Courses: Online activities replace some portion of the traditional face-to-face class meeting time. Students are required to attend on-campus meetings and to spend a substantial amount of time online. The online portion of the course can be asynchronous or synchronous.

Online Courses: The course occurs in an online environment. Students are not required to be present on campus or elsewhere to meet with classmates or their instructor, but some courses may require synchronous (simultaneous) online meetings.

As defined by the ATC and approved by the University Senate.

Teaching online – what changes?

• Design (iterative process)
  - Identifying outcomes and creating assessments
  - Replacing f2f lectures with appropriate online interactions and activities
  - Adapting and developing materials for the online environment
  - Developing a cohesive and organized online presence and community
  - Learning to use and feel comfortable with the online tools

• Teaching
  - Keeping students engaged
  - Keeping students on track
  - Managing workload
What do Online Students Expect?

- Excellent quality online instruction
- Clearly defined student assignments
- Faculty responsive to student needs
- Timely feedback from faculty about student progress

National Online Learners Priorities Report (2011)

General Categories of What the Best Teachers Do (after Bain, 2004) with Examples and Behaviors Specific to Online Teaching

1. Fostering student engagement
   - Creates a community of learners
   - Foster students in faculty and student-student interaction
   - Encourages and assigns role of learner
   - Creative and engaging pedagogy of cases, charts, outons, and discussions or forums
   - Use assignments to facilitate reflective thinking, collaborative learning, and knowledge construction

2. Introducing instructional development
   - Create self-evaluation of learning experiences
   - Generate effective pairs, questions, statements
   - Use assignments to create a meaningful and authentic context

3. Building rapport with students
   - Facilitates student’s initial introduction and determine the amount of help needed
   - Encourage to know their learners
   - Invite students to share their developmental resources
   - Keep written records of all communications that include relevant student information
   - Use flexible and collaborative tools
   - Provide multimedia feedback on assignments and activities


Course Design Standards

The Quality Matters Rubric includes eight general standards:
1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

- http://www.qmprogram.org/rubric

ROI: Rubric for Online Instruction by California State University, Chico
http://www.csuchico.edu/cell/roi/

Course Design Standards

<table>
<thead>
<tr>
<th>Learner Support &amp; Resources</th>
<th>Online Organization &amp; Design</th>
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</thead>
<tbody>
<tr>
<td>Course design include student feedback and relevant student information.</td>
<td>Course is well-organized and easy to navigate.</td>
</tr>
<tr>
<td>Course has multiple learning resources.</td>
<td>Course has multiple learning resources.</td>
</tr>
<tr>
<td>Course uses multimedia to engage students.</td>
<td>Course is available online.</td>
</tr>
<tr>
<td>Instructors use multimedia to engage students.</td>
<td>Faculty are available online.</td>
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Innovative Teaching with Technology

- Instruction offers multimedia resources for student feedback on course content. Instructors offer multimedia questions for students to give feedback.
MSU's Course Design Model

Orientation
Assessment
OCIA
Content
Interaction

Learning Units

- One week of learning activities contains all the elements a student needs to achieve the learning outcomes.
- Guides learners through a sequence but flexible in supporting students' preferences
- Contains Learning Objectives, Unit Requirements, Perspective, Subject Content, Interaction, and Assessment.
- Offers consistency between courses
Unit Learning Objectives

- What will students be able to do by the end of the learning unit?
- Do the unit objectives match what students actually do?
- Are the objectives measurable?
- Do objectives build up, increasing in difficulty and complexity?
- Is the number of learning objectives manageable from a student perspective?

Bloom’s Taxonomy

Original Domain | New Domain
---|---
Evaluation | Creating
Synthesis | Evaluating
Analysis | Analyzing
Application | Applying
Comprehension | Understanding
Knowledge | Remembering

Bloom’s Taxonomy (Web 2.0 Apps to Support Bloom’s Revised Taxonomy)

Requirements

- Provide a brief overview of what the student will be doing in the learning unit.
- Clarify what is required vs. optional.
- Include specific due dates and times for all assignments, (for example, Thursday, February 14 at 11:59pm EST/EDT).
- Consider student response time so that students can benefit from other students’ feedback.
Requirements: Example

- Unit 1 Requirements
  - A. Consider the questions posed in the "Perspective" section below.
  - B. Complete the readings listed below. (Due by 11:59pm Wednesday, prior to participating in discussion forums)
  - C. Participate in the group based discussion forum. (Due by 12 noon, Sunday)
  - D. Introduce yourself through the Cyber Cafe. (Due by 12 noon, Sunday)

Perspective

- Help build relevant connections with students’ prior knowledge, personal lives, work, experience, and expectations.
- Use problem-based scenarios relevant to the unit subject to encourage students to think about solutions.
- Share other relevant links, ideas that connect to the unit’s material.

Perspective: Example

- Perspective
  - The issue of religion in the schools is a political one. Most districts choose to avoid the situation altogether by ensuring that religious holidays are devoid of any reference. Few school districts are willing to entertain any controversy regarding religion in the school. However, notwithstanding such trepidation, the Lemon Test gives clear guidance on how the cultural context of religion can be presented within the public school context. Please review your district board of education policies and think about how on if your district acknowledges religious holidays and how your district’s approach to religious holidays differs from or is more or less conservative regarding its approach to the religious holidays?

  Questions to Think About:
  - If a principal hired a kindergarten teacher who was also a nun, could that teacher wear her religious garb when teaching in the public school context? Why?
  - If a teacher has a religious faith which requires him/her to pray every day at 11:00 a.m., is the district required to arrange his/her schedule so that he/she is free to pray every day at 11:00 a.m.?

Perspective: Example

- Perspective
  - Identify content that best aligns to your objectives.
  - Use a variety of sources such as readings, multimedia, animations, screen captures, simulations, cases, inductive reasoning exercises, audio recordings, and interactive decision trees.
  - Integrate user-generated content.
  - Consider integrating textbook publisher provided materials.
  - Ensure materials are accessible & copyright is clear.
Content: Presentation Tools

- Diagrams (Microsoft Office SmartArt)
- Mind Mapping Tools: Bubbl.us
- Annotated materials (screen shots, PDFs, documents)
- Narrated presentations/screen capture/audio only:
  - NJVID: [http://www.njvid.net/](http://www.njvid.net/)
- Blackboard Collaborate
- Podcasts: Wimba, podomatic
- Xtranormal
- Prezi

Diagrams

Mind Mapping: Bubbl.us

[https://bubbl.us/](https://bubbl.us/)

Camtasia Relay & NJVID

Camtasia Relay & iTunes U

Screenr: [www.screenr.com](http://www.screenr.com)
Bb Collaborate

Podcasts

http://www.podomatic.com

http://www.wimba.com/products/wimba_voice

SoftChalk

http://softchalk.com

Xtranormal

http://www.xtranormal.com

Prezi

http://prezi.com
Interaction

- Offer opportunities for students to interact with the content, each other, and yourself.
- Use instructional strategies and activities that promote active learning and facilitate students’ interaction with the content and each other.
- Facilitate a social learning community.
- Consider team-based learning.
- Incorporate technology-based tools that support interaction.
- Clearly state the instructor’s plan for providing feedback on assignments.

Interaction Tools in LMS

- **Discussion Forums/Cyber Café**: Community building and discussion, and as an open social space.
- **Blogs**: Collaborative projects, feedback, etc.
- **Wiki**: Community knowledge sharing and building, etc.
- **Google Drive**: Group collaboration, team work and support, collaborative projects, etc.
- **Blackboard Collaborate**: Document collaboration using chat, and instant messaging.

Importance of Social, Interactive Learning

- Online learning should facilitate interaction
- Social, interactive learning is vital to cognitive development
- Higher-order learning originates and develops as interaction is built and enhanced
- Interaction types essential in online courses (Moore, 1989):
  - Learner-content
  - Learner-instructor
  - Learner-learner
  - Learner-self (Soo & Bonk, 1998)
- There is a strong relationship between interaction, social presence, and learning (Anderson, et al., 2001).

“No interaction” equals “no learning”

(Gunawardena, 1995)
**Discussion Example**

- **Unit 1 Discussion**
  - In small groups, respond to the following Discussion Forum question:
    - Pursuant to the Courts’ decision in Punxsutawney, what are the legal and financial implications for school districts?
    - Comment on at least two of your classmates’ posts.
  - The group leader will then post a summary of the group discussion on the course-wide Discussion Forum.

**Teamwork**

- Design and facilitate group work
- Design small groups for online interaction (discussion boards, wikis, blogs, etc.).
- Assign roles for each member in each group.
- Require discussion summaries — knowledge creation process.
- Use other course activities such as: peer review activities, collaborative projects, simulations, and role-playing.

**Wiki Example**

- Wiki Example

**Cyber Cafe**

- Cyber Cafe

**Blog Example**

- Blog Example
Online Assessment Tips

- Allow students to demonstrate that they have achieved the objectives you challenged them to master in multiple, varied ways.
- Provide meaningful feedback.
- Vary the types of assessment tools.
- Encourage students to measure their own progress.
- Provide grading rubrics.

Communicate Expectations

- Provide clear due dates and specific times online assessments will be available.
- Let students know when and how they will receive feedback.
- Clarify graded vs. ungraded work.
- Send out announcements to remind students of deadlines and expectations for assignments.
- Show how assignment parts relate to the final grade.
- Be flexible.

Evaluation and Grading

Grading and Evaluation Overview

1. Discussion Board: 160 points each, average = 20% of your grade
2. Group Work: 100 points each = 20% of your grade
3. Multi-Cultural Online Writing: 150 points = 20% of your grade
4. Assignments: up to 160 points for the total number of journals submitted for the course = 20% of your grade

Grading Rubrics

[Details provided for specific rubrics and grading criteria]

Accessibility & Copyright
What is Accessible Design?

Accessible course design allows students of various abilities to access course materials and components without the need for assistance or modification.

Web accessibility means that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web. (W3C)

Accessible course design includes anything used to facilitate a course, including: PowerPoint slides, videos, textbooks, articles, evaluation tools, blogs, chats, etc.

Key Design Recommendations

- Videos and audio clips need to include captions.
- Audio files need to include text transcripts.
- Images need alternative text or descriptions (e.g. “alt”)
- Color should not be used to convey important information.
- Tables should include row and column headers.

Accessibility Resources

- Accessibility and Usability at Penn State: http://accessibility.psu.edu/
- CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning: http://www.cast.org/
- UDL Guidelines Checklist: http://udlonline.cast.org/guidelines
- Disability Resource Center: http://www.montclair.edu/drc/
- The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities: http://www.washington.edu/tdf/!
- GRADE project at Georgia Tech with tutorials on how to make e-learning accessible for individuals with disabilities: http://www.accessgate.net/
- Web Accessibility in Mind (WebAIM) has a great resources tab with many how-to’s, accessibility checklists, and Web Accessibility Evaluation Tool (WAVE): http://webaim.org/
- World Wide Web Consortium (W3C) Web Accessibility Initiative. Available online: www.w3.org

Copyright Guidelines

What is copyright?

- Copyright protects certain kinds of “original works of authorship” – whether published or unpublished.

Copyright grants the author of the work the legal right to determine how or whether the work will be reproduced, distributed, displayed, or performed, as well as the right to produce derivative works based on the original.

- Copyright guidelines and resources may be found on the library website: http://www.montclair.edu/library/services/copyright-intellectual-property-resources/

References

References (cont.)


