Best Practices in Online Education

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OVERVIEW

- The "Administrator's" Perspective
- Roles/Responsibilities of Faculty Members
- The QM Rubric
- Step by step for online teaching
- Utilizing available University Resources

The Administrator's Perspective

Budget Cuts
Just Ahead

Lortie's (1975) Apprenticeship of Observation

- "The average student has spent 13,000 hours in direct contact with classroom teachers by the time he graduates from high school" (p. 61).
  - Individuals without any formal training in teaching and learning can usually identify teachers and classroom environments that were particularly effective, and those that were highly ineffective.
- We do not have this same experience with online learning

SACS Compliance

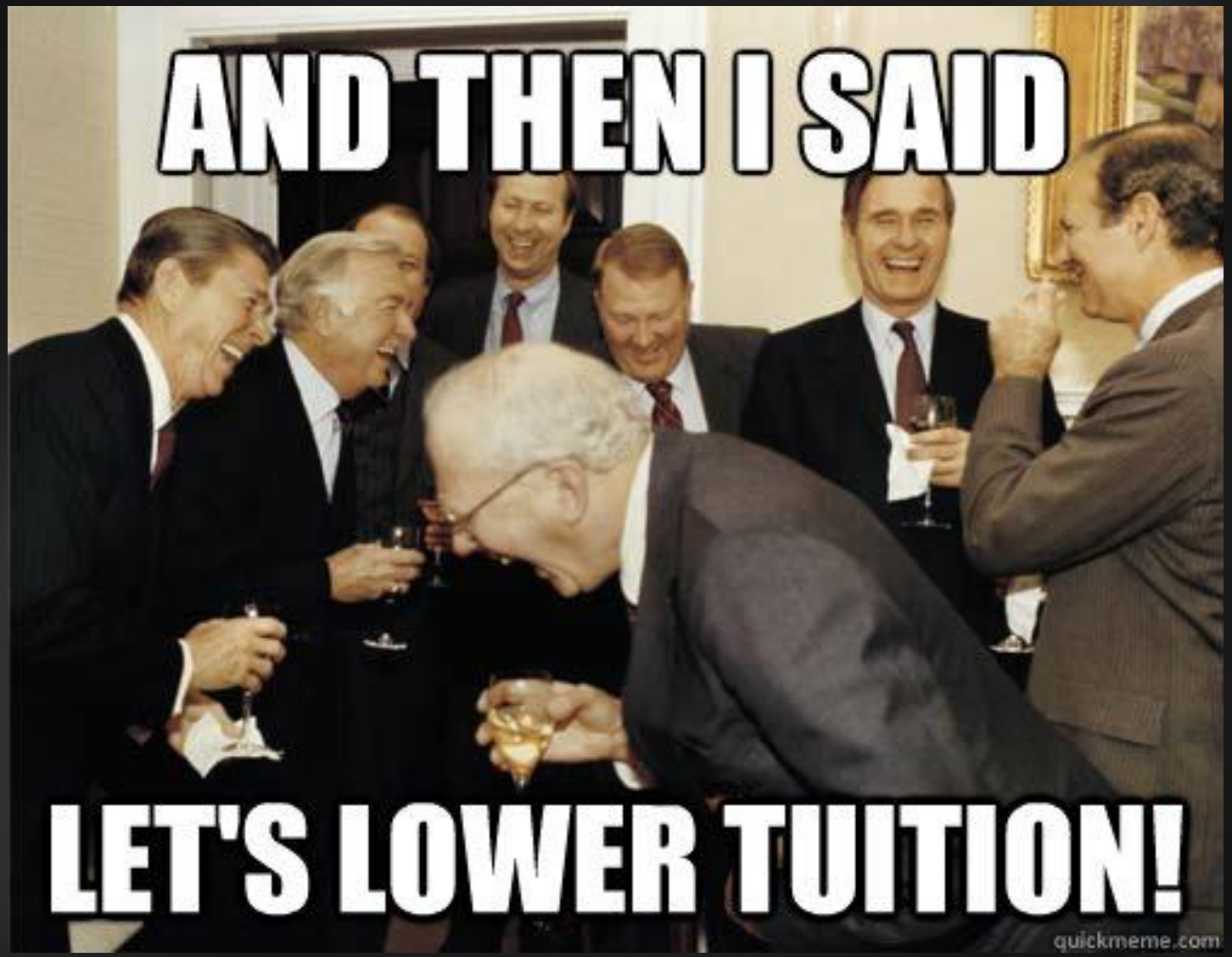
- 3.7.3 Faculty development
  - The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)
- Student learning outcomes must be the same (online and F2F)
  - Data collection methods and timing of data collection/assessments can be different

Transitioning Course to Online

AND THE IMPORTANCE OF "QUALITY MATTERS"

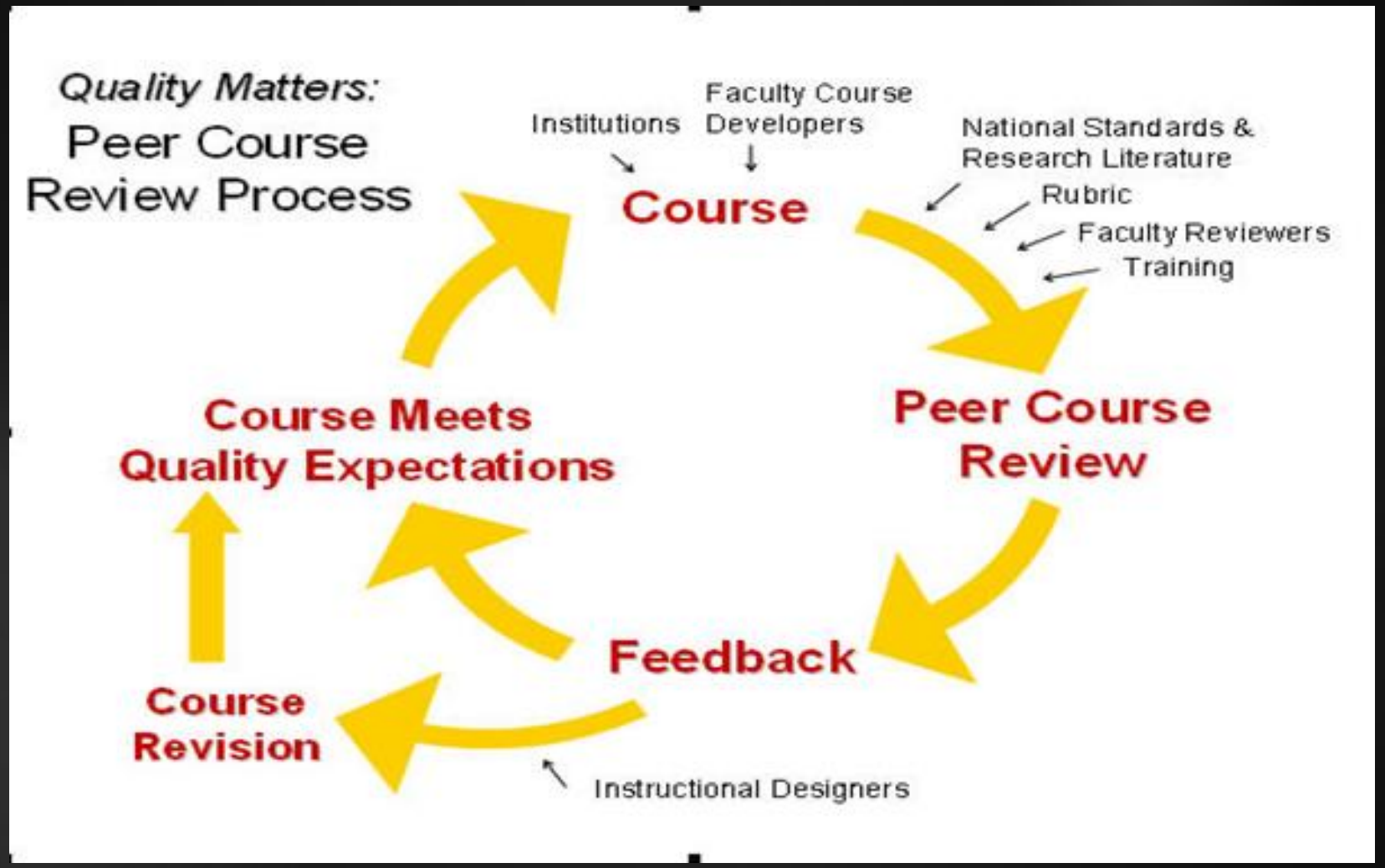
Transitioning Courses

- Content delivery must be effective and efficient
- Student engagement is *key*
- Without engagement, the students will not have a positive experience
- Faculty need either time or "credit" for transitioning a course/courses
- Same student learning outcomes . . . Different method/assessments
- Start with a course that is "less complex" than others


AND THEN I SAID
LET'S LOWER TUITION!
quickmeme.com

Quality Matters (QM)

- Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning
- http://www.qmprogram.org/


Quality Matters:
Peer Course Review Process
Institutions
Faculty Course Developers
National Standards & Research Literature
Rubric
Faculty Reviewers
Training
Course
Peer Course Review
Feedback
Course Revision
Course Meets Quality Expectations
Instructional Designers

About The QM Rubric – 8 General Standards

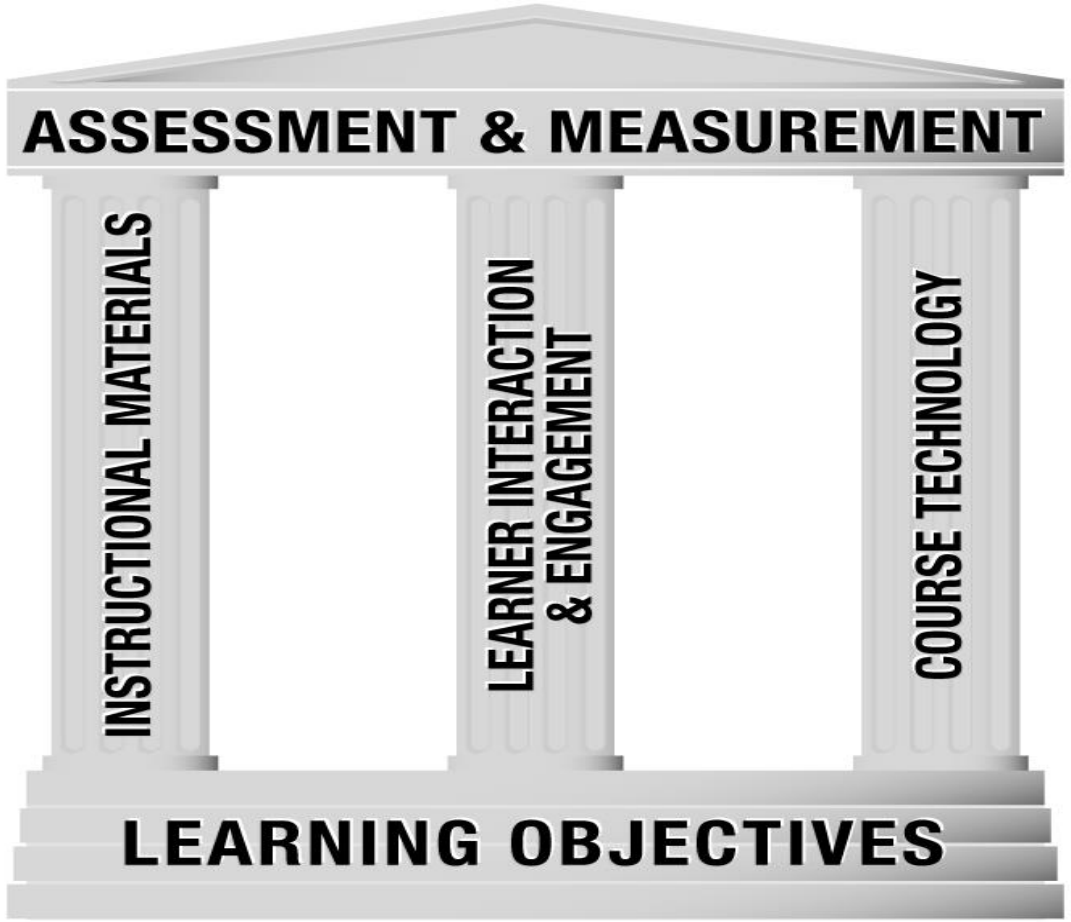
1. Course Overview and Introduction
2. **Learning Objectives (Competencies)**
3. **Assessment and Measurement**
4. **Resources and Materials**
5. **Learner Engagement**
6. **Course Technology**
7. Learner Support
8. Accessibility

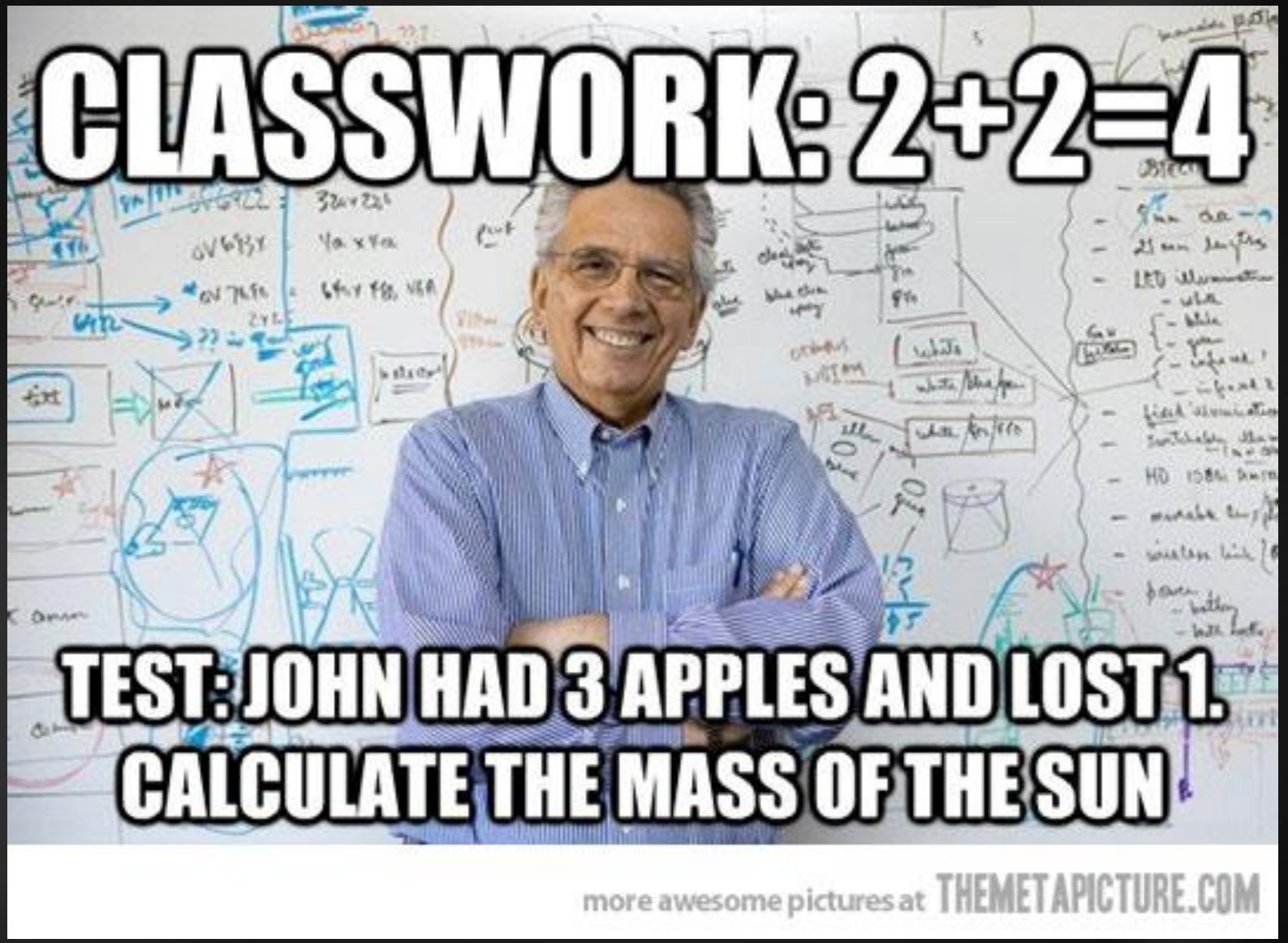
Key components (in bold) must align.

Alignment: *Critical course elements work together to ensure that students achieve the desired learning outcomes.*
http://www.qmprogram.org/rubric

QUALITY MATTERS
PROGRAM
QM

Key Sections that Must Align




CLASSWORK: 2+2=4
TEST: JOHN HAD 3 APPLES AND LOST 1.
CALCULATE THE MASS OF THE SUN
more awesome pictures at THEMETAPICTURE.COM

Step-by-Step for Online Classes

What do Online Students Expect?

- Communication opportunities
  - Explicit interaction and expectations defined
  - High levels of interaction (emails, replies to forum posts, feedback on assignments, etc.)
  - Prompt responses to emails, forums, voicemails, etc.
    - 24 hour rule
- Mini-lectures for content (2-15 minute segments)
  - Panopto, Camtasia, etc.
- Well-planned courses with explicit instruction

Recording Online Lectures

- SCRIPT!
- SCRIPT!
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- SCRIPT! SCRIPT! SCRIPT! SCRIPT!
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Recording Online Lectures

- CHUNK!
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Course Design

- Online courses MUST be student-centered
  - Student Led Discussions
  - Students Find and Discuss Web Resources (all resources)
  - Students Help Each Other Learn (Peer Assistance)
  - Group Work (very challenging for the instructor and ***must*** include peer evaluations)
  - Case Study Analysis
- Work with a course designer on campus
- **Use the QM Rubric to your advantage**

Before Class Begins

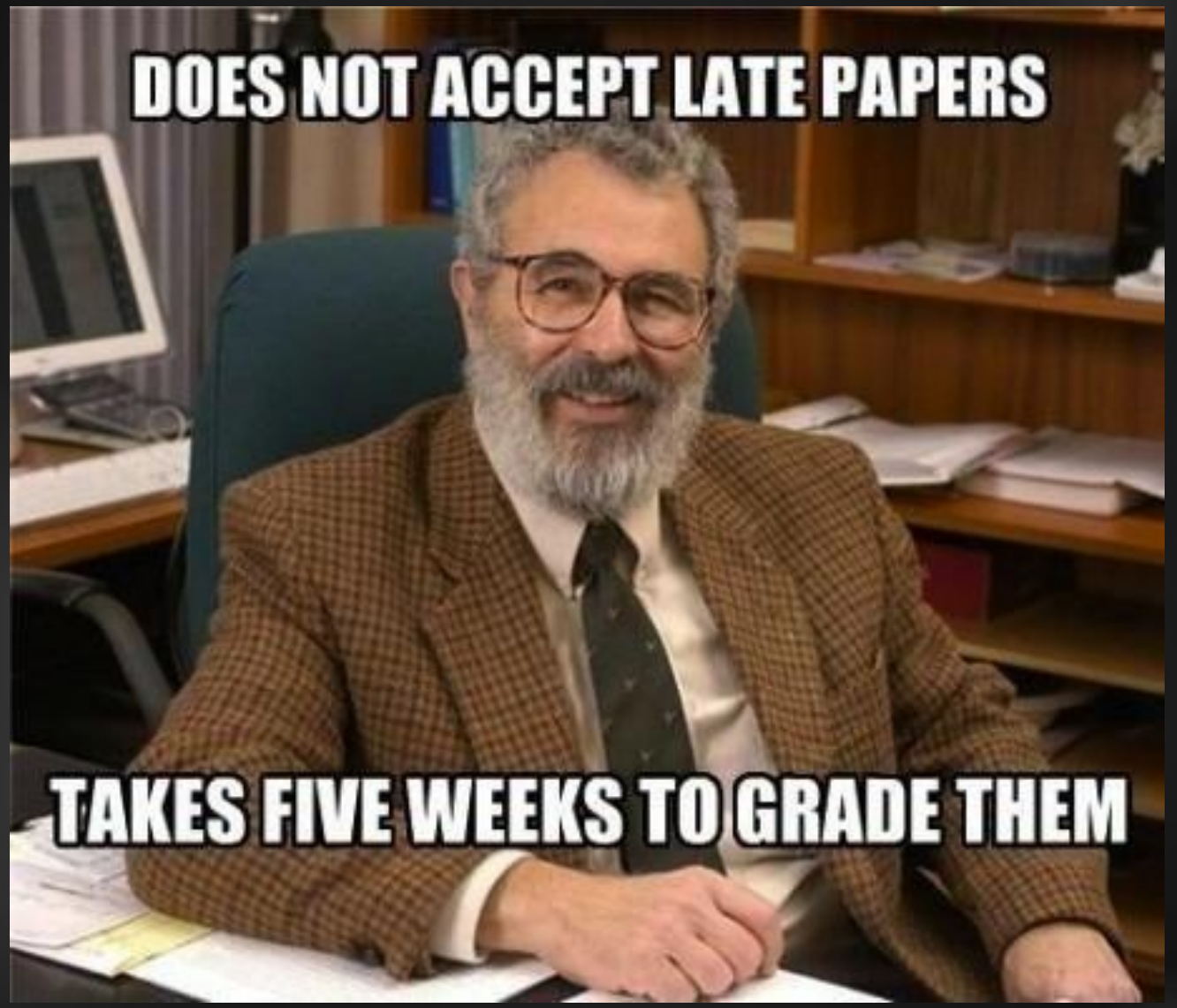
- Finalize all course materials and e-book selection (e-book if possible)
- Communicate with students by D2L Mail or posting to a forum
- Have a plan
  - How will you handle tests? D2L? ProctorU? Testing Center?
  - What about students who don't participate/participate minimally?
  - What is your communication plan?
    - 24 hour email return rule (except on weekends/holidays/away at conferences)
    - 72 hour grading rules (same exceptions apply)

Day 1

- Communicate with students
  - Welcome letter/video
  - "Start Here" button
- Introduce yourself using an Introductions Forum
  - Have students introduce themselves as well!
- Check the FAQ Forum posts to see if students have any questions
- Be present in the course. Daily is best.
- Emphasize netiquette (rules of communication) and professionalism
- Set. The. Tone.

Day 2 – Final Exams

- Show up everyday.
- Use the Q&A forum to your advantage
- Grade assignments within 72 hours
- As you would in your face-to-face class:
  - Assess (formally/informally) where there are gaps in learning new content/difficult concepts
  - Create a culture of students-helping-students
  - Check for understanding
- At the midpoint, conduct a mini-course evaluation


DOES NOT ACCEPT LATE PAPERS
TAKES FIVE WEEKS TO GRADE THEM

Forum Posts

- Great place to house what once were “class discussions”
- Monitor daily
- Grade/provide feedback daily
- Observe responses (tone, professionalism, etc.)
- Is netiquette being used?
  - If so, praise the class!
  - If not, address this individually with those who need a reminder

Assignments

- Grade within 72 hours
- Provide feedback (both positive and corrective)
- Summarize commonly made mistakes on a particular assignment and post in a forum
- Provide examples of exemplary work (if possible)

Tests

- How will you handle tests? (or will your course be project-based?)
  - Testing center on campus?
    - Convenient, trustworthy, requires students to be "local"
  - D2L?
    - Convenient, cannot ensure test integrity, cannot ensure student actions
  - Respondus?

Survival Strategies/Maintaining Sanity

- Have a classroom management plan (just like you would in F2F courses)
  - Set limits
  - Do not always be available to learners
  - Establish clear priorities for dealing with messages/assignments
  - Put time limits on discussion
  - Provide learners with predetermined answers to frequently asked questions
  - If possible, use a TA to respond to students
  - Try to immediately acknowledge the receipt of a student‘s question, and set a period of time in which feedback will be returned.

End of Course Reflection Survey

- Be sure you utilize the "usual" processes for end of course evals

Utilizing Available University Resources

You Are Not Alone!!

- Know the resources that exist on campus
  - Distance Learning Center (Dale Suffridge: dsuffrid@kennesaw.edu)
  - Video services (Dale Suffridge: dsuffrid@kennesaw.edu)
  - Tech support (for faculty and students) (service@Kennesaw.edu)
  - Professional development opportunities (Distance Learning Center/CETL)
    - Webinars, brown bags, conferences, D2L tutorials, etc.

You Are STILL Not Alone!!!!

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Off Campus Resources

- Quality Matters
  - https://www.qualitymatters.org/
- Online Learning Consortium (OLC)
  - onlinelearningconsortium.org
- Innovative Educators
  - http://www.innovativeeducators.org/
- Academic Impressions
  - http://www.academicimpressions.com/

Oh, crap!
Was that
TODAY?
REGAN

Questions?