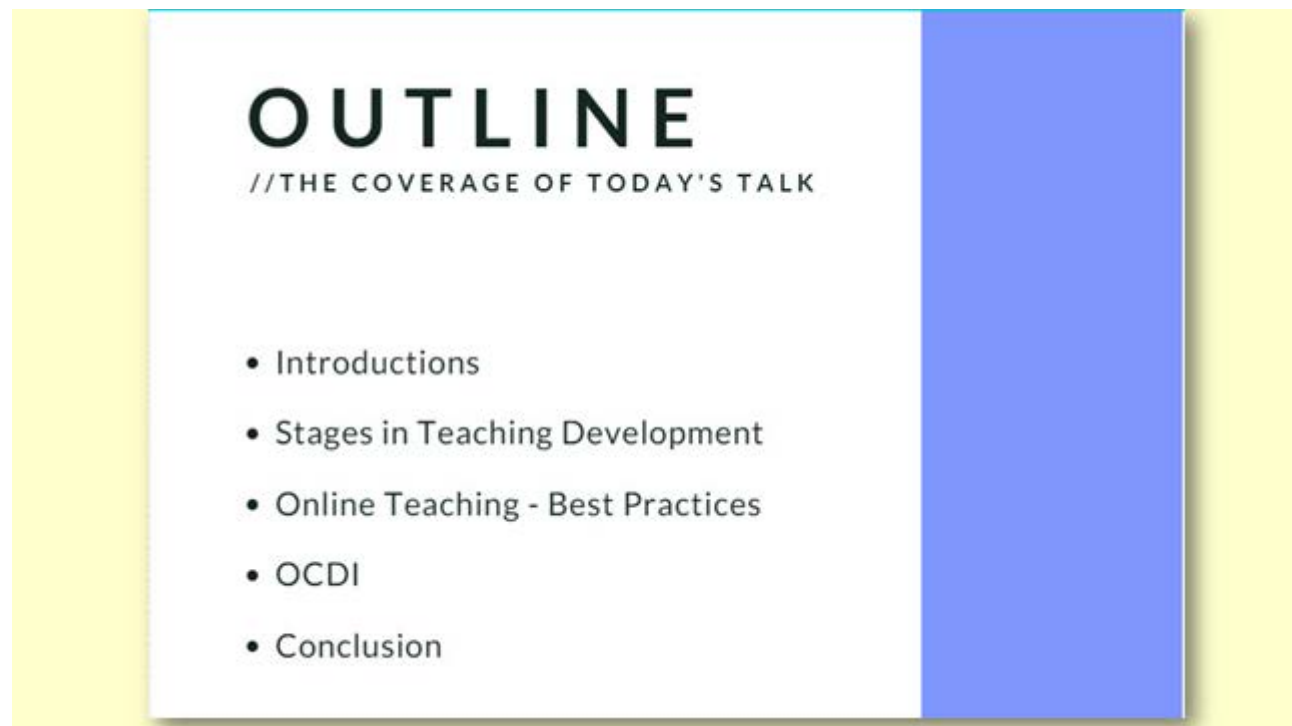GEORGE MASON UNIVERSITY | Office of Digital Learning

From face-to-face to online and back again:
How Mason's Online Course Development Institute Can Help You!

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Steve Brown, MSBA   sbrown4@gmu.edu

Innovations in Teaching & Learning Conference

INNOVATIONS in Teaching Learning

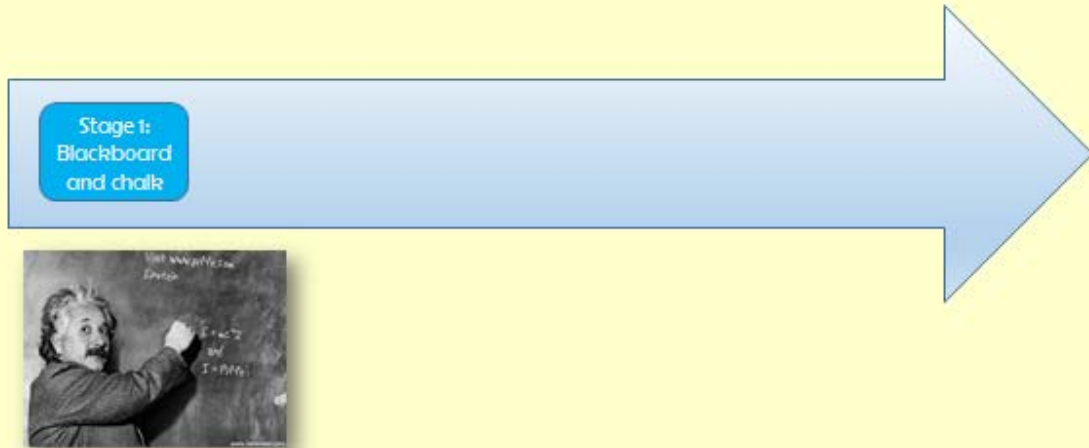8th Annual Theme: "Cultivating Creative and Reflective Learners"

A presentation given on Friday, September 16, 2016, in Innovation Hall

This is the outline of the 40 minute presentation.

Stages in Teaching Development at Mason and Elsewhere...

Stage 1: Blackboard and chalk

Connie's Introduction:

Did you know that the chalkboard was invented many years ago, and has been used for centuries . . .
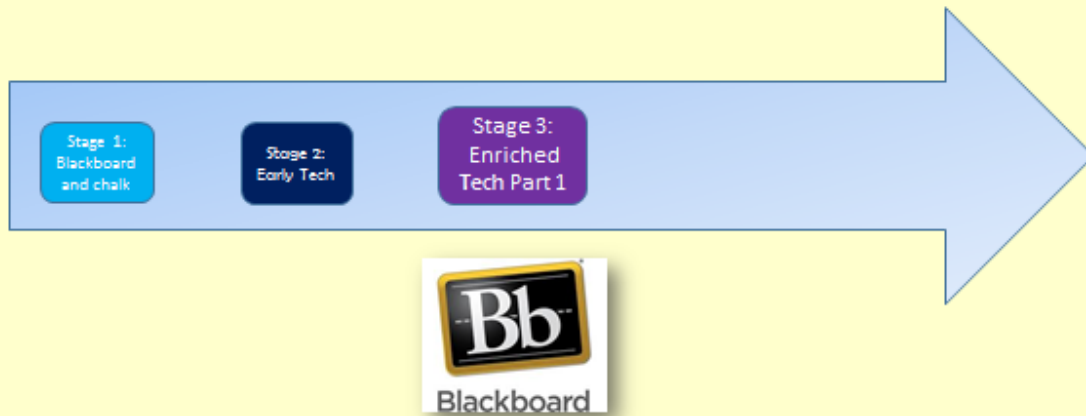
Stages in Teaching Development

Stage 1: Blackboard and chalk

Stage 2: Early Tech

WebCT
Web Course Tools

Connie continued:

Other technologies to mention: Instructional Films (1910), Audiovisual Instruction & Instructional Radio (1920s – 1930s), WWII, Instructional TV (1950's – 1960's), Personal Computers and The Internet (1980's & and beyond) (Source: Reiser & Dempsey)

Early Tech LMS (Learning Management System)

At GMU we used WebCT
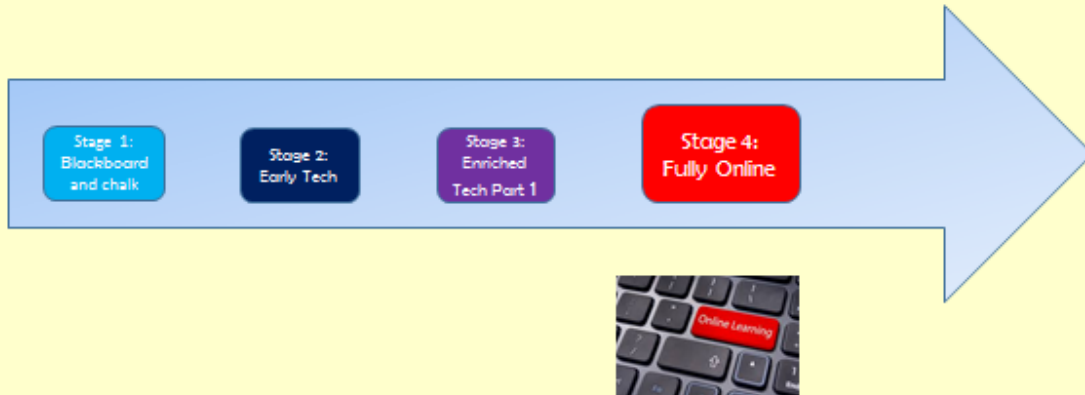
Stages in Teaching Development

Stage 1:
Blackboard
and chalk

Stage 2:
Early Tech

Stage 3:
Enriched
Tech Part 1

Bb
Blackboard

Connie continued:

Other technologies have evolved.

At Mason …. but other schools do things differently… Have different progressions

We now use Blackboard.

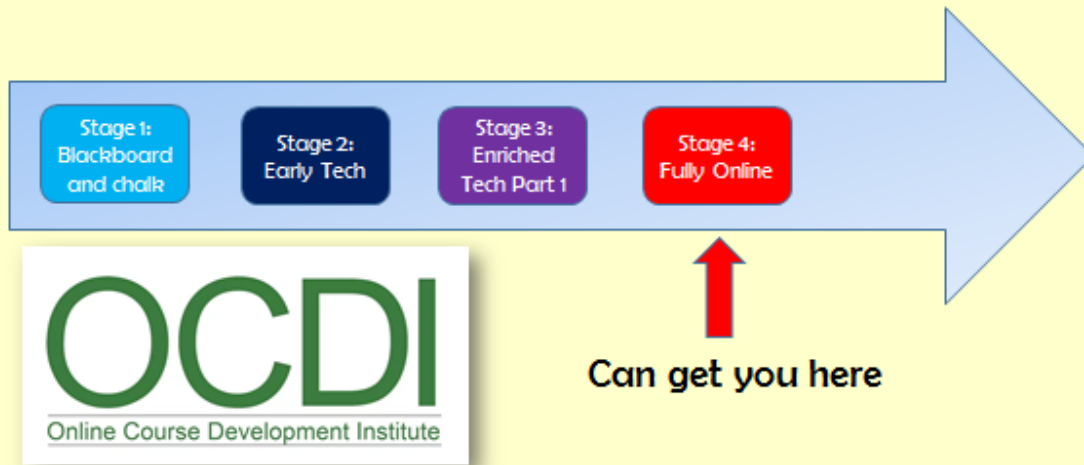**Connie continued:**

And we use Blackboard coupled with a variety of techniques and practices to provide on-line courses.

Connie continued:
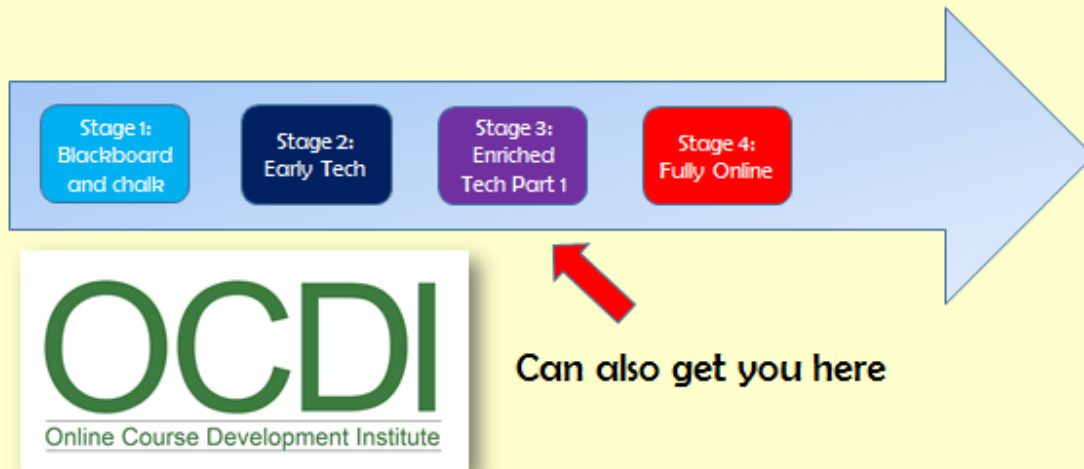
We have developed the "Online Course Development Institute"to train and assist faulty to develop their courses to be offered on-line.   This level noted has been termed "stage 4".

Stages in Teaching Development

Stage 1: Blackboard and chalk | Stage 2: Early Tech | Stage 3: Enriched Tech Part 1 | Stage 4: Fully Online

OCDI
Online Course Development Institute

Can also get you here

Connie continued:

However the "Institute" can help faculty not only get to a pure on-line offering, it can also be taken to enhance your face-to- face class as well. This is noted here as "stage 3". There are many techniques that are cover that can improve your teaching effectiveness.
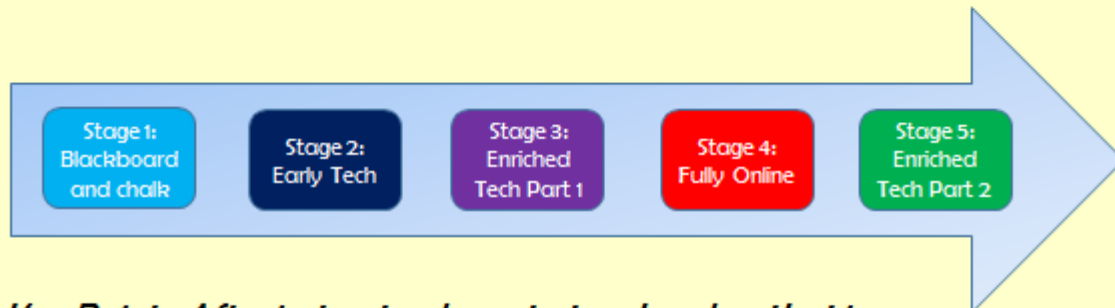
Connie continued:

The OCDI (Online Course Development Institute) can then get you to stage 5, a place where as faculty has taught on-line and then uses that experience to teach their face-to-face class in new ways.

Now a faculty practitioner (Steve) and an Instructional designer (Larisa) will provide examples.

Stages in Teaching Development

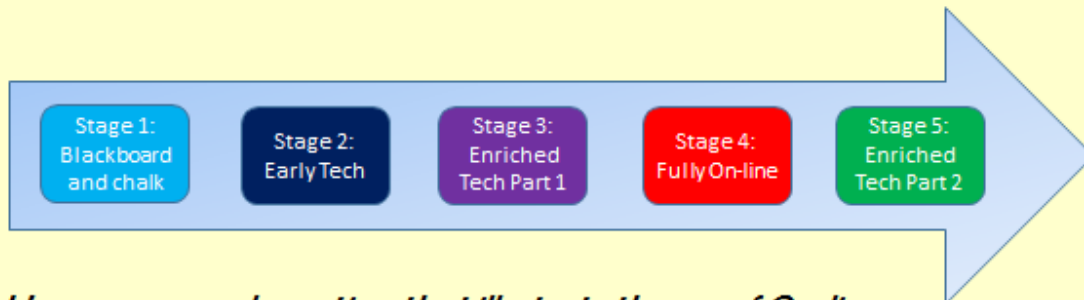| Stage 1: Blackboard and chalk | Stage 2: Early Tech | Stage 3: Enriched Tech Part 1 | Stage 4: Fully Online | Stage 5: Enriched Tech Part 2 |

Key Point: After instructors learn to teach a class that is fully on-line, they often change how they do their traditional face-to-face teaching.

Transition to Steve who will talk about his experiences in going to stage 5

Steve:

As a faculty we are all on a journey and are at different places on that journey. In my experience after starting here at Mason teaching at a stage 1 level many years ago, I have discovered what other instructors have found. After teaching a fully on-line class we begin teaching our traditional face-to-face classes a different way by adapting many of the on-line teaching practices.

Stages in Teaching Development

| Stage 1: Blackboard and chalk | Stage 2: Early Tech | Stage 3: Enriched Tech Part 1 | Stage 4: Fully On-line | Stage 5: Enriched Tech Part 2 |

Here are several practices that illustrate the use of On-line best practices in the traditional f2f class.

Steve continued:

We will be going over 7 best practices as examples, with comments from Larisa on overall approaches and by Steve with comments on the approaches that he has found to be effective.

Think about how many you may be doing now. Our goal is to add a few more to think about using.

How and when are introductions of students made in class?

Stage 1:
Blackboard
and chalk
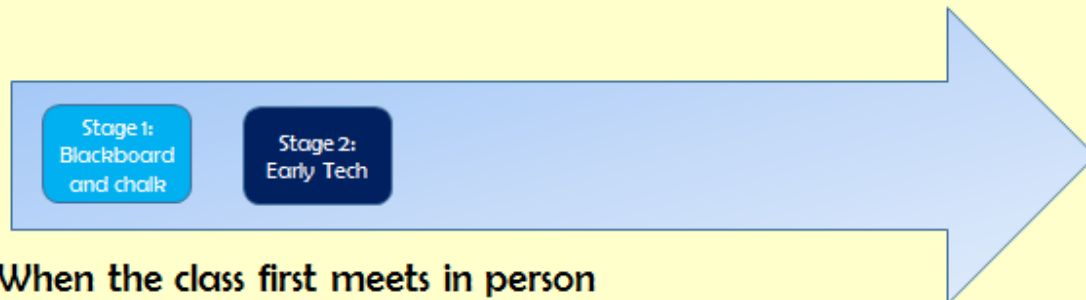
Stage 2:
Early Tech

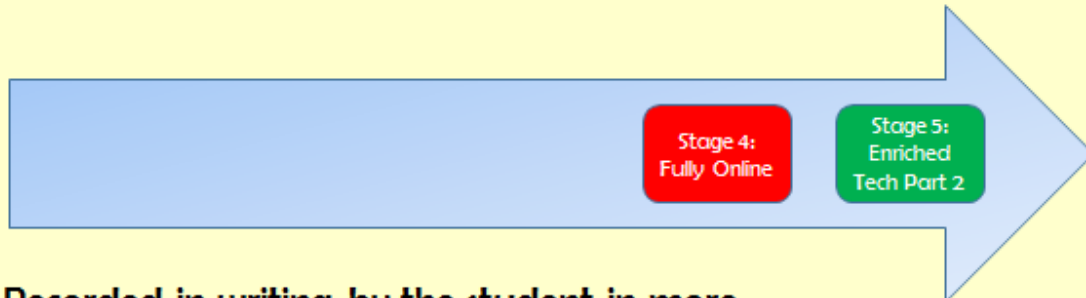When the class first meets in person
Done orally; no record

Steve continued:

The first example is how we introduce ourselves in class. In the traditional f2f class (stage 1) we commonly introduce ourselves orally in class. No written record is created.

Transition to Larisa: what are best practices in a purely on-line class?

Larisa: The on-line classroom has different modes of delivery – synchronous via Blackboard Collaborate and other videoconferencing tools, social media such as Slack (http://www.slack.com) with mobile app or the most popular and more traditional is asynchronous mode via Discussion Board, Blogs or a virtual wall such as Padlet (http://www.padlet.com) embedded in Blackboard and other LMS. Introductions can be text-based or video such as using Kaltura in Blackboard. There are benefits and limitations to each delivery mode. Best practices is to build the sense of online community during introductory week. Instructor can use introductions as the foundation and background info to create teams and groups. Asynchronous benefits are any time anywhere; synchronous benefits are same time and quick relations building; social media is quick communication and friendly environment. The goal is to build a community

Larisa transitions to Steve, what do you do? **Steve:** I have students both verbally introduce themselves in the first class as well as post a short introduction in a Blackboard Discussion Forum post. This provides a written record that can be revisited. And, students are asked to provide a picture in Bb as a "thumbnail" which is very useful in connecting to the student in class.

How are assignments turned in from students?

Stage 1: Blackboard and chalk

Stage 2: Early Tech
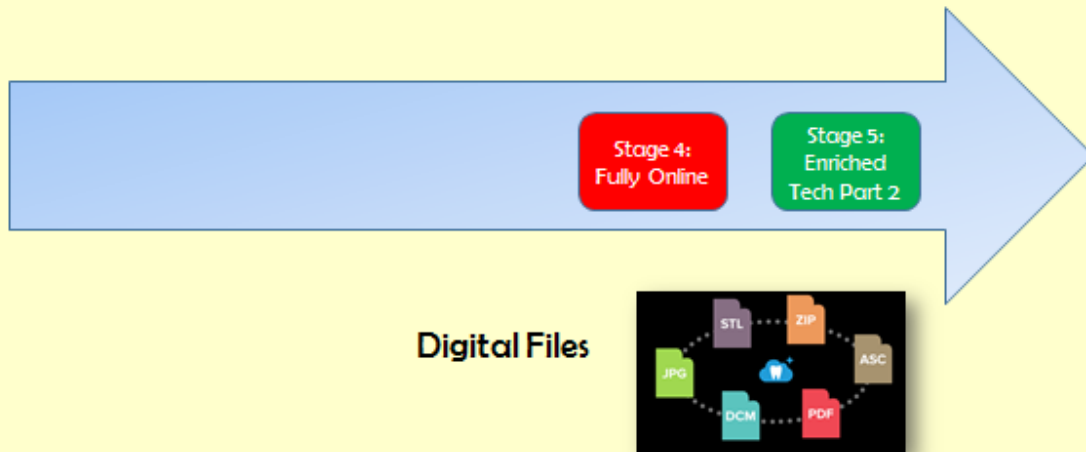
Manually on Paper
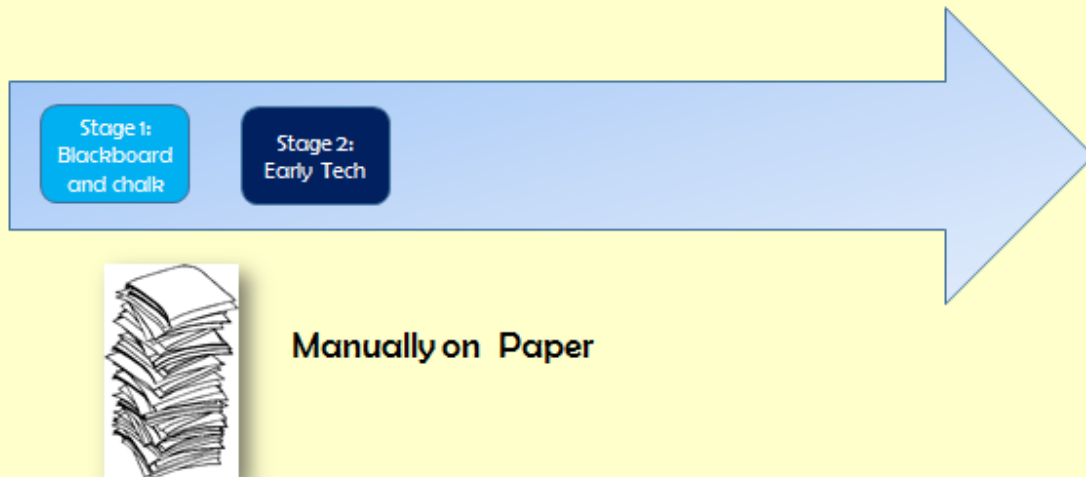
Steve: In the old days, how are papers and other assignments turned in from students?

At stage 1 it was usually using paper.

Larisa, what are best practices in a purely on-line class?

How are assignments turned in from students?

Stage 4:
Fully Online

Stage 5:
Enriched
Tech Part 2

Digital Files

Larissa: Asynchronously in digital formats – Have History, Timing (Check Submissions Dates), SafeAssign to check plagiarism. SafeAssign can be used for self-check before submission. Students can submit different forms including videos, pictures, etc. Blogging and wiki writing can be also examples of other types of assignments.

Steve, what do you do?

Steve: While I can, and have used, the Blackboard "Assignments" feature of having electronic submissions, I also like to use the Blackboard "Course Messages" tool and have the student send an attached electronic file. Both methods have the advantage of not losing any submissions and a having good record of times of submission.

How are assignments returned to students with feedback?

Stage 1: Blackboard and chalk

Stage 2: Early Tech

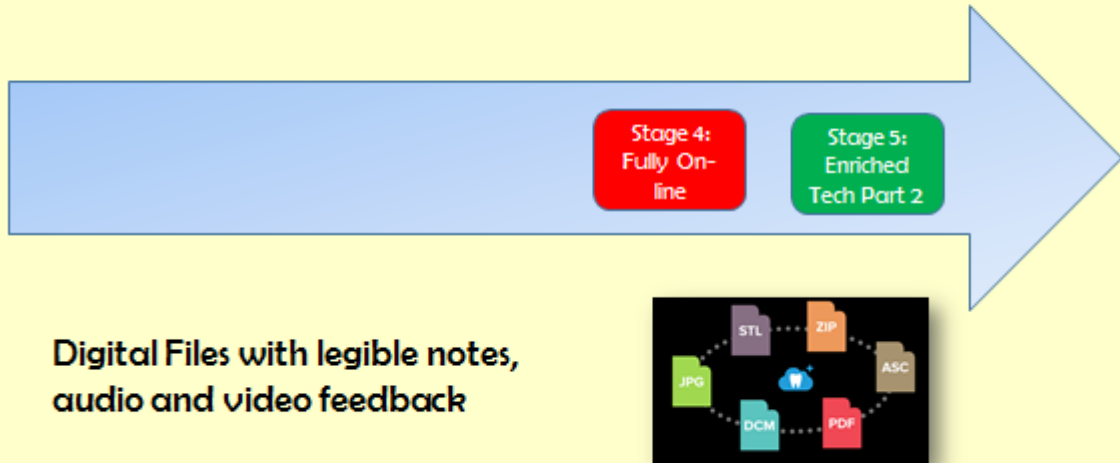Manually on paper with illegible notes
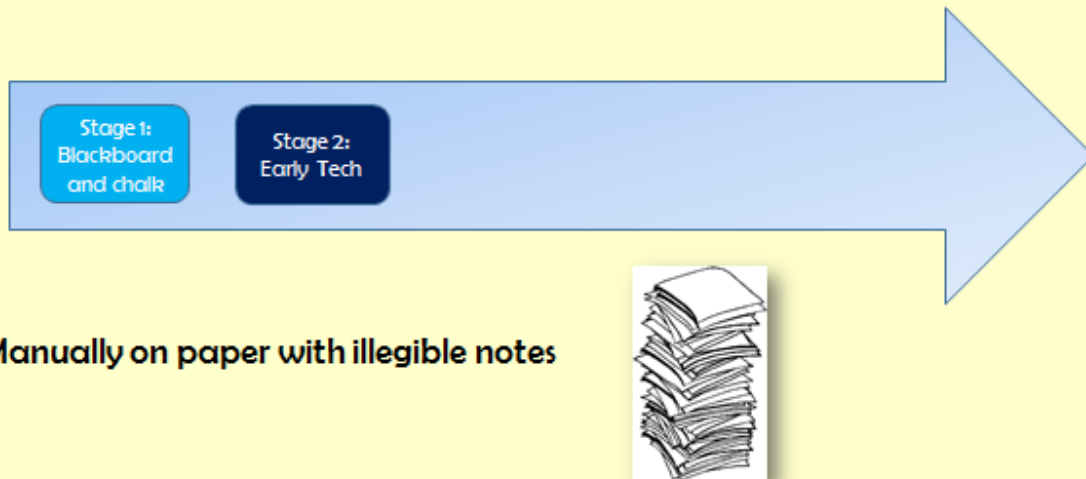
Steve: In the old days how were assignments returned to the students?

We handed the physical paper back to the student in a future class; often with our illegible handwritten notes.

Larisa, what are best practices in an on-line class?

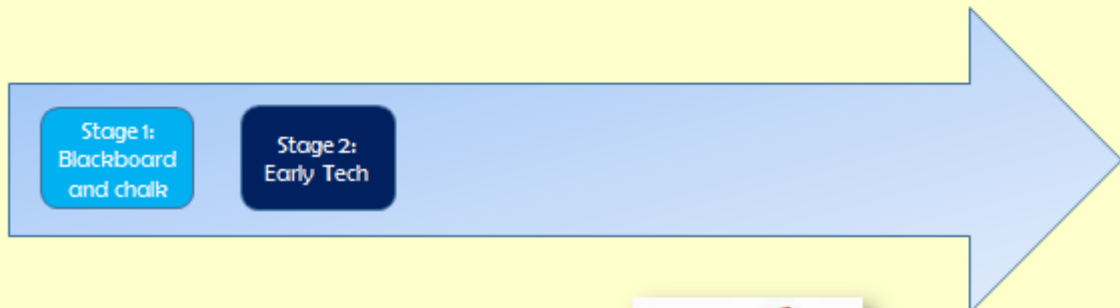## How are assignments returned to students with feedback?

Stage 4: Fully On-line

Stage 5: Enriched Tech Part 2

Digital Files with legible notes, audio and video feedback

Larisa: BlackBoard Feedback – I see teachers do and research confirms

- Text Feedback – track changes

- Audio Feedback (attach) mp3, embedded

- Kaltura Videos – screencapture, mp4

Steve, what do you do in your class?

Steve: Feedback is a key issue. It is digital so it is readable. I often copy and paste notes on a student's original Word document and then save it as a PDF file and then send it back via Blackboard Course Message. You may add new teaching points which enhances the learning. I know that some do video or audio but I don't do that yet. Students like these approaches**.**

Steve: What did we instruct students to do between our f2f classes?

In the old days we gave verbal instructions or pointed to a written syllabus. We asked students to do readings; writings; problem solving; etc.

Larisa, what are on-line best practices?

What between class activities do you want to use?

Stage 4:
Fully Online

Stage 5:
Enriched
Tech Part 2

Discussions, wiki collaborative
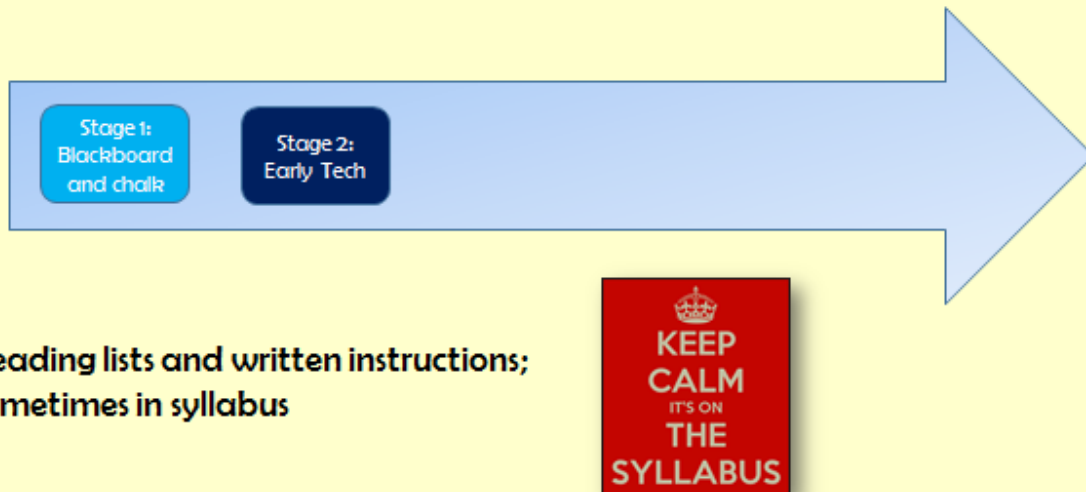writing, self-assessment

Larissa:

The student is always at home and has a number of options for assignments:

1. Wiki collaborative writing before or after class

2. Group work

3. Writing a blog entry

4. Self-assessment – quizzes

5. Discussion Board for discussions before or after class

Steve, what do you do between classes?

Steve: Discussions in the Blackboard Discussion Board Forums where I post questions. Often these discussions include the practice of a "SETUP" where the discussion starts something that will be completed with a f2f discussion in the next f2f class. Students then come prepared and, having read the student's writing, the instructor can guide the class discussion. Sometimes the discussions are "REFLECTIONS". In reflection the student reflects on their learning. These reflections are useful to be retrieved at the end of the course to follow the student's path of learning.

How do you make connection points to other learning resources?

Stage 1: Blackboard and chalk

Stage 2: Early Tech

Reading lists and written instructions; sometimes in syllabus
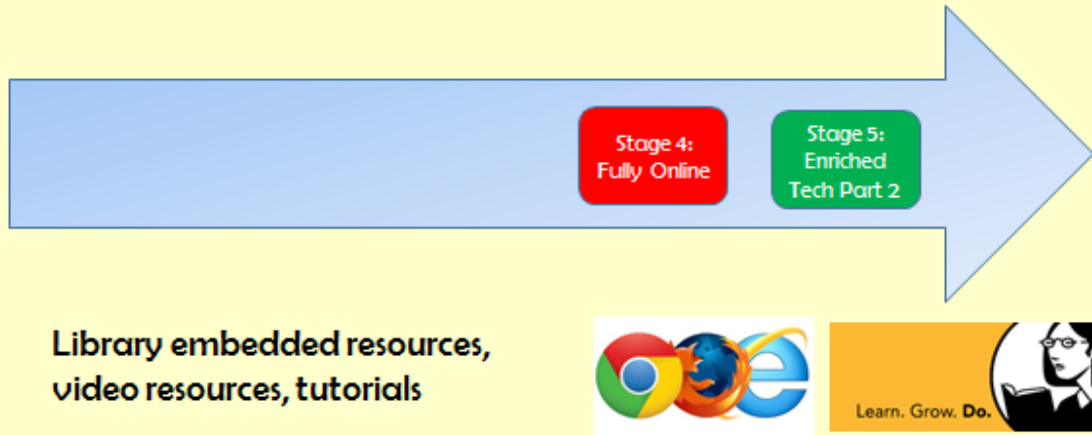
KEEP CALM IT'S ON THE SYLLABUS

Steve: How do you handle showing the student other resources that are available for learning?

In the old days we typically used reading lists; the syllabus schedules/assignments or other written instructions.

Larisa, what are best practices in an on-line class?

How do you make connection points to other learning resources?

Stage 4:
Fully Online

Stage 5:
Enriched
Tech Part 2

Library embedded resources,
video resources, tutorials
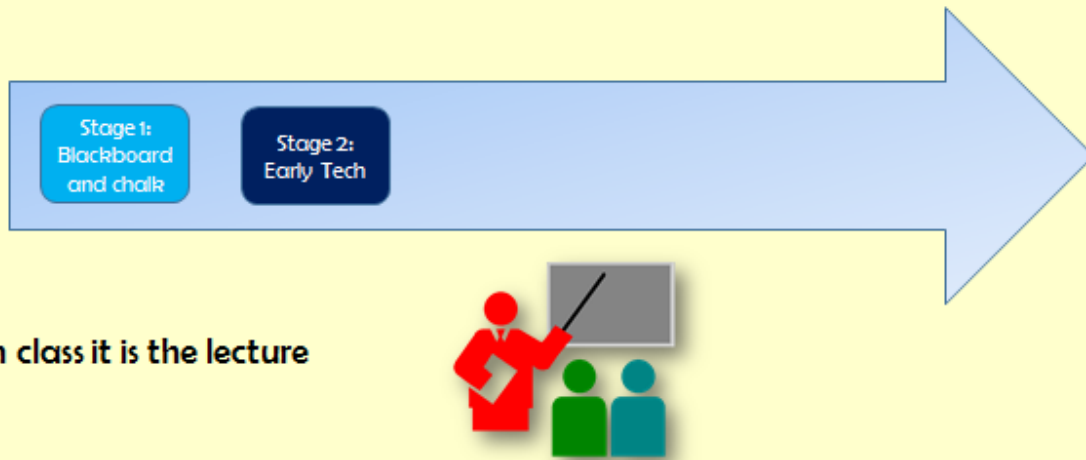
Learn. Grow. **Do.**

Larissa: We can use Library embedded resources, video resources, tutorials

Steve, what do you connect them?

Steve: I refer the students to a variety of internet resources as well as Lynda.gmu.edu. Can use GMU resources or those of other Universities such as Purdue" OWL for writing. Students still find Khan academy useful.
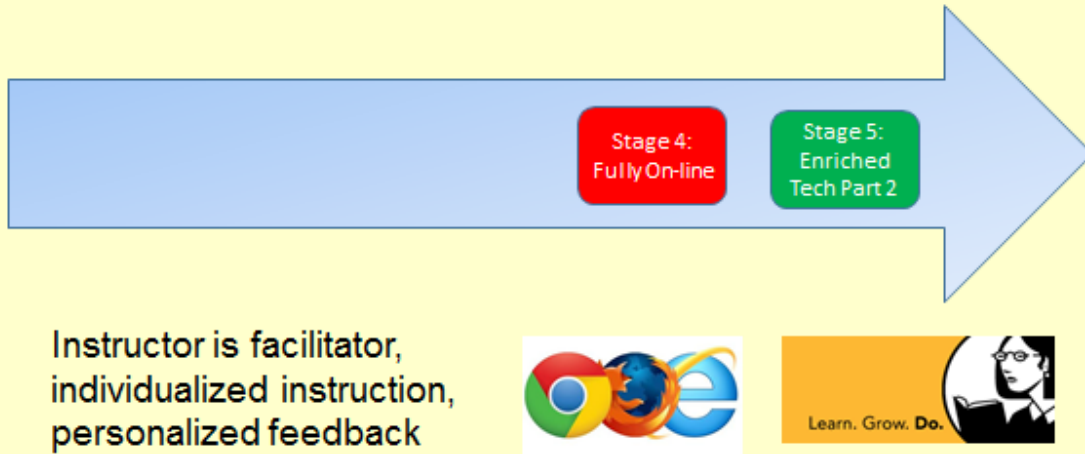
Steve: What teaching approach is our old standard in class?

The lecture.

Larisa, what are best practice in an on-line class?

What teaching approaches do you take?

Stage 4: Fully On-line

Stage 5: Enriched Tech Part 2

Instructor is facilitator, individualized instruction, personalized feedback

Learn. Grow. Do.

Larisa: In the on-line world the instructor is facilitator, students construct new knowledge by interacting with each other. Students interact with content, instructor, classmates and technology (computer)

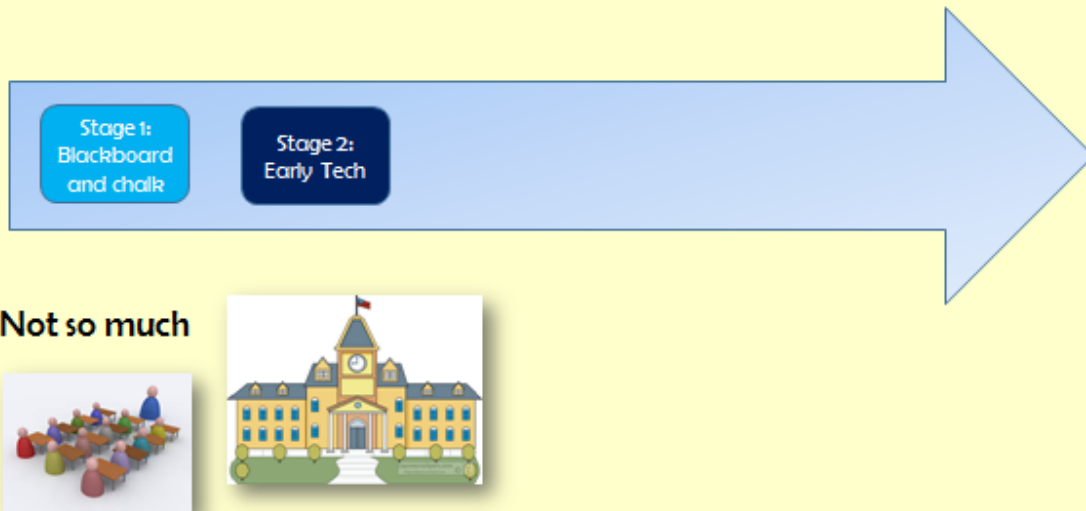Impact teaching presence (feedback, facilitation)

Access to all students, hear all students

More personalized and individualized feedback – video or audio

Steve, what approaches do you take?

Steve: A wide variety – give some flexibility to students for choosing what is of value or works for them. Lynda.gmu.edu and the internet are some; sometimes we do case studies; problem solving;. And there are other approaches..
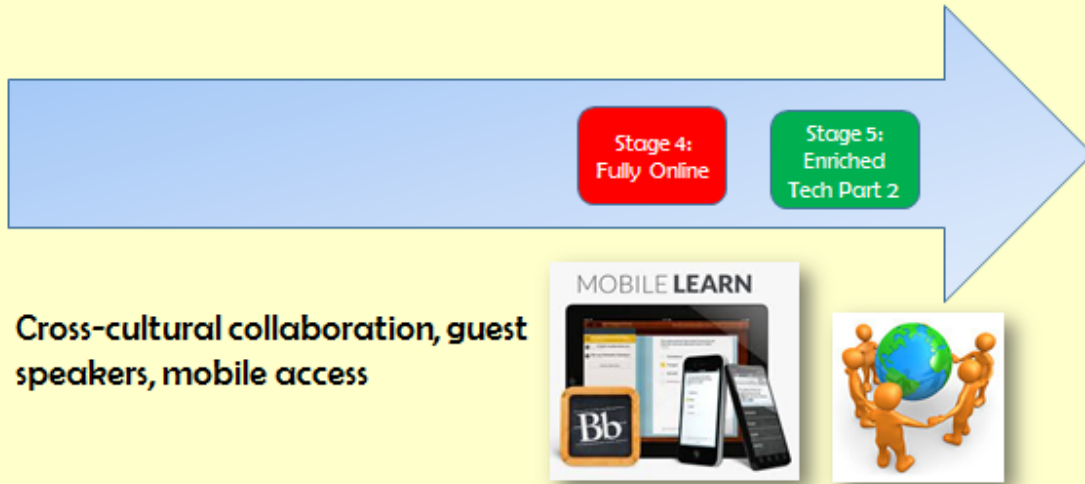
Steve: How did we go beyond the classroom walls?

In the old days, in many classes, we did not do this very much.

Larisa, what are best practices in an on-line class?

Larisa: In today's on-line class we have collaboration from different places, international images.

Access to guest speakers all around the world

Mobile access

Steve, how do you go beyond?

Steve: In our Health Administration classes we have formed "Learning Communities" as separate Blackboard "Organizations". This allows material to be accessible to all students and faculty in the program and they do not close down each semester. Instead they stay available to the student until graduation. We focus on such things as Skill Building tutorials; rubrics and checklists; competency self-assessments; and other resources that are helpful to the student.
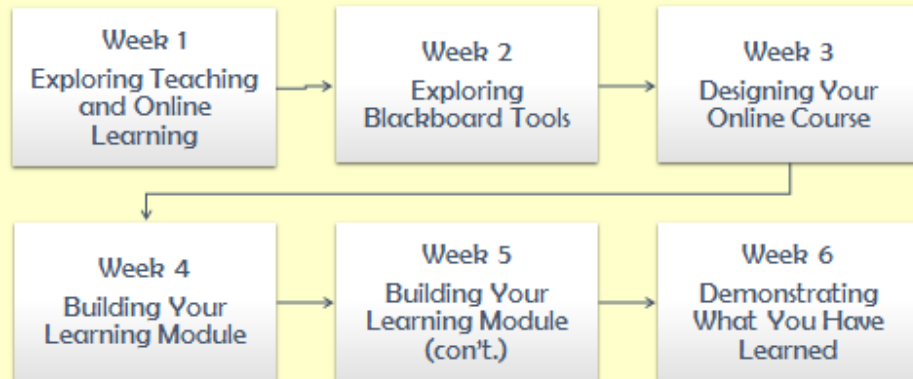
Steve transitions back to Connie.

Connie:

The Mason instructional design team developed and implemented OCDI in spring 2015. Four cohorts have been offered since the spring. Thirty five faculty members have completed OCDI to-date. OCDI was developed to help faculty members build faculty competencies, enhance quality of online classes, and create a supportive community online faculty.

During the last three to four years, we have seen a consistent 20% year-over-year increase in the number of students taking online courses. Overall more students taking summer courses is outpacing the fall and spring semesters.

OCDI Workshop

Week 1	Week 2	Week 3
Exploring Teaching and Online Learning	Exploring Blackboard Tools	Designing Your Online Course

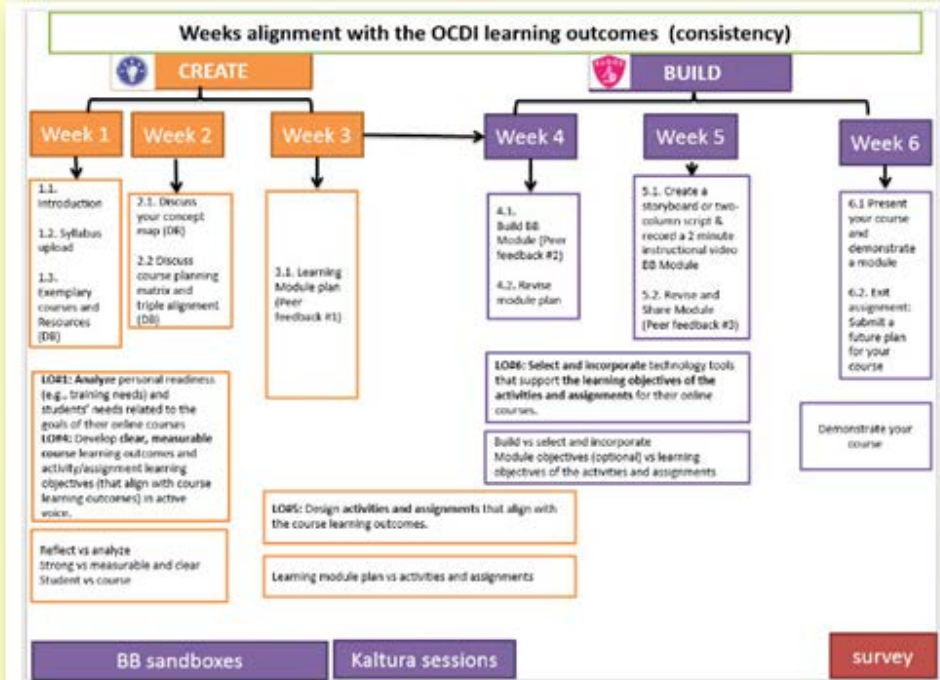| Week 4	Week 5	Week 6
Building Your Learning Module	Building Your Learning Module (con't.)	Demonstrating What You Have Learned

Goal: Help faculty members learn how to develop an online learning module as part of the course development process.

Connie continued:

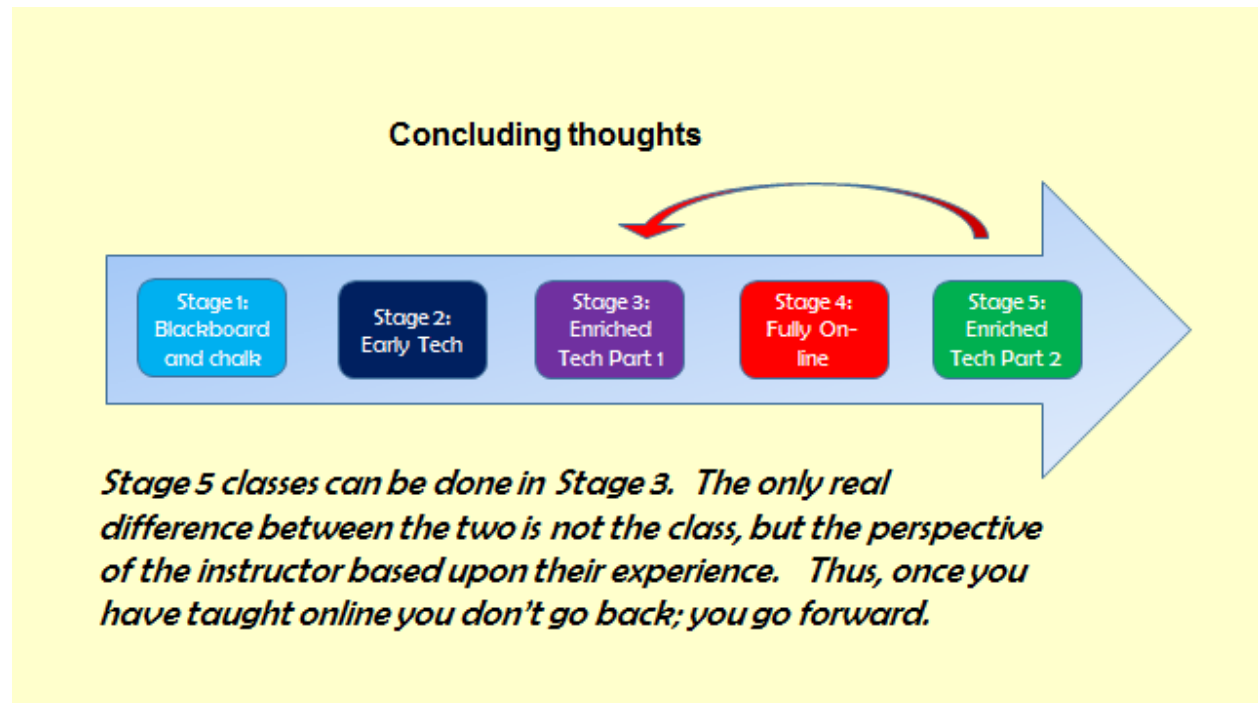Highlights of what participants learn are presented here.

Weeks alignment with the OCDI learning outcomes (consistency)

Connie continued:

Here is the structure of the six week program.

Concluding thoughts

| Stage 1: Blackboard and chalk | Stage 2: Early Tech | Stage 3: Enriched Tech Part 1 | Stage 4: Fully On-line | Stage 5: Enriched Tech Part 2 |

Stage 5 classes can be done in Stage 3. The only real difference between the two is not the class, but the perspective of the instructor based upon their experience. Thus, once you have taught online you don't go back; you go forward.

Our concluding thoughts:

Steve's concluding thought: Once you teach a purely on-line class you don't go back teaching a f2f class as you've done before. You go forward. The Institute is an excellent way to gain these skills.

Larisa's concluding thought:

Today students have access anytime from anywhere and have their classes in their hands. Instructors can use best practices in any learning environment and become closer to students via discussion board or social media. Instructors can create more personalized learning opportunities.

Closing Thoughts

Please contact: idteam@gmu.edu

Connie's concluding thought:

I will conclude by reinforcing the idea that the instructional design team is here to assist and we can put them in contact with faculty members that have similar teaching interests (i.e., Faculty Learning Community).

Instructional designers work with individual faculty members, department-wide cohorts, and interdisciplinary learning communities. Services include:

- Working collaboratively with you to develop or redesign your course.

- Helping transition a face-to-face course to blended, fully online, or flipped.

- Recommending and helping you integrate instructional technologies that support your teaching and learning goals.

- Using evidence-based practice to help you enhance your course.

Thanks for your time and attention

Questions?

Q and A period

References

- Reiser, R.A., & Dempsey, J.V. (2011). *Trends and issues in instructional design and technology* (3rd ed.). Boston: Pearson.