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Enhancing the Quality of Online Teaching via Collaborative Course Development

B. Jean Mandernach

University of Nebraska at Kearney, mandernachj1@unk.edu

Steve McGahan

University of Nebraska at Kearney, mcgahansj@unk.edu

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Enhancing the Quality of Online Teaching via Collaborative Course Development

B. Jean Mandernach &
Steve McGahan

University of Nebraska
at Kearney

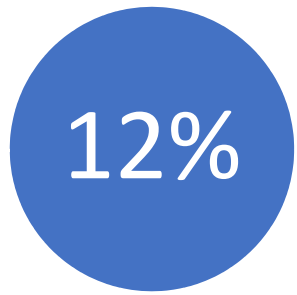
The challenge...



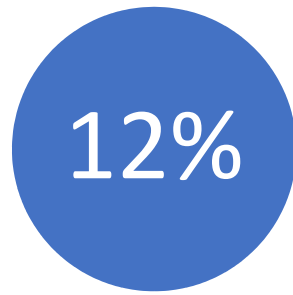
61 hours per week

Ziker, J. (2014). The long, lonely job of homo academicus, *The Blue Review*. <https://thebluereview.org/faculty-time-allocation/>

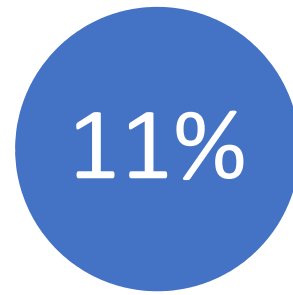




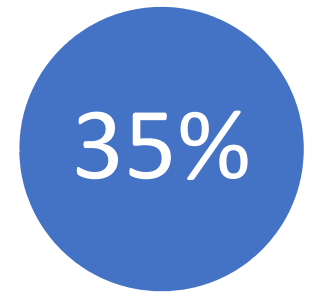
Instruction



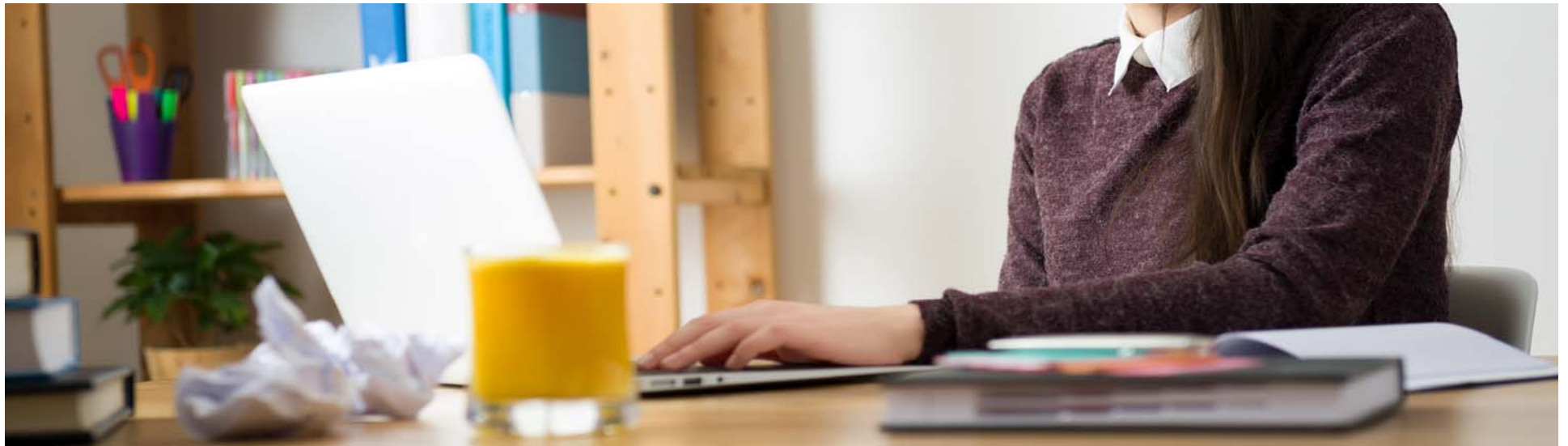
Class Preparation



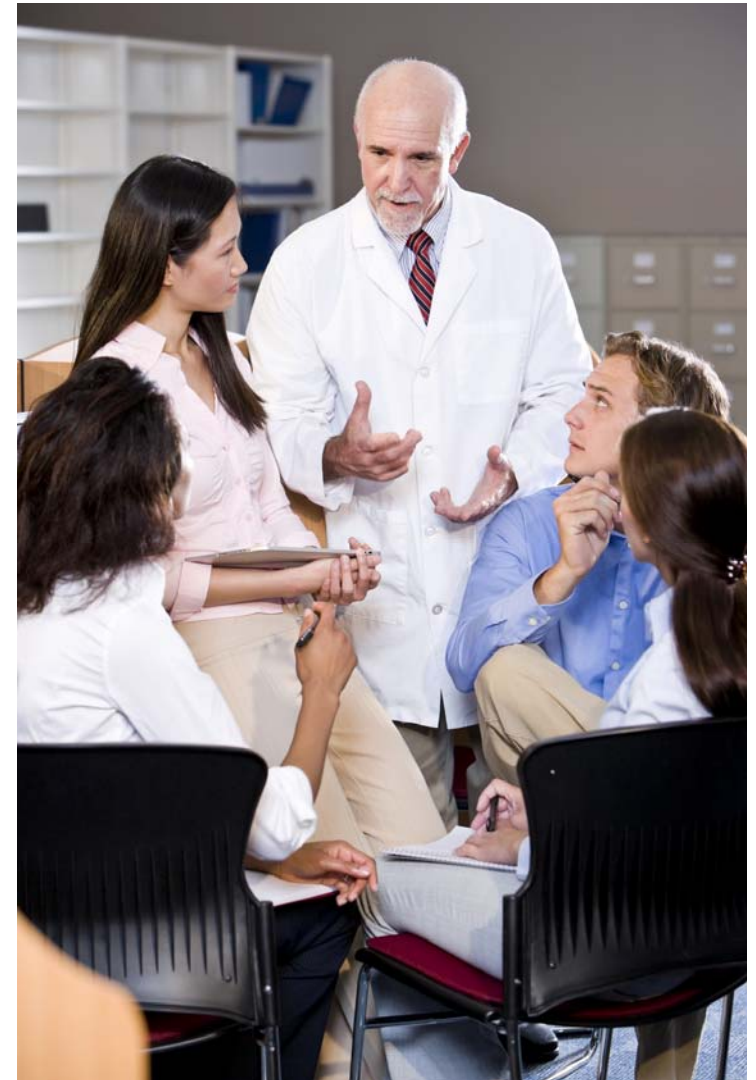
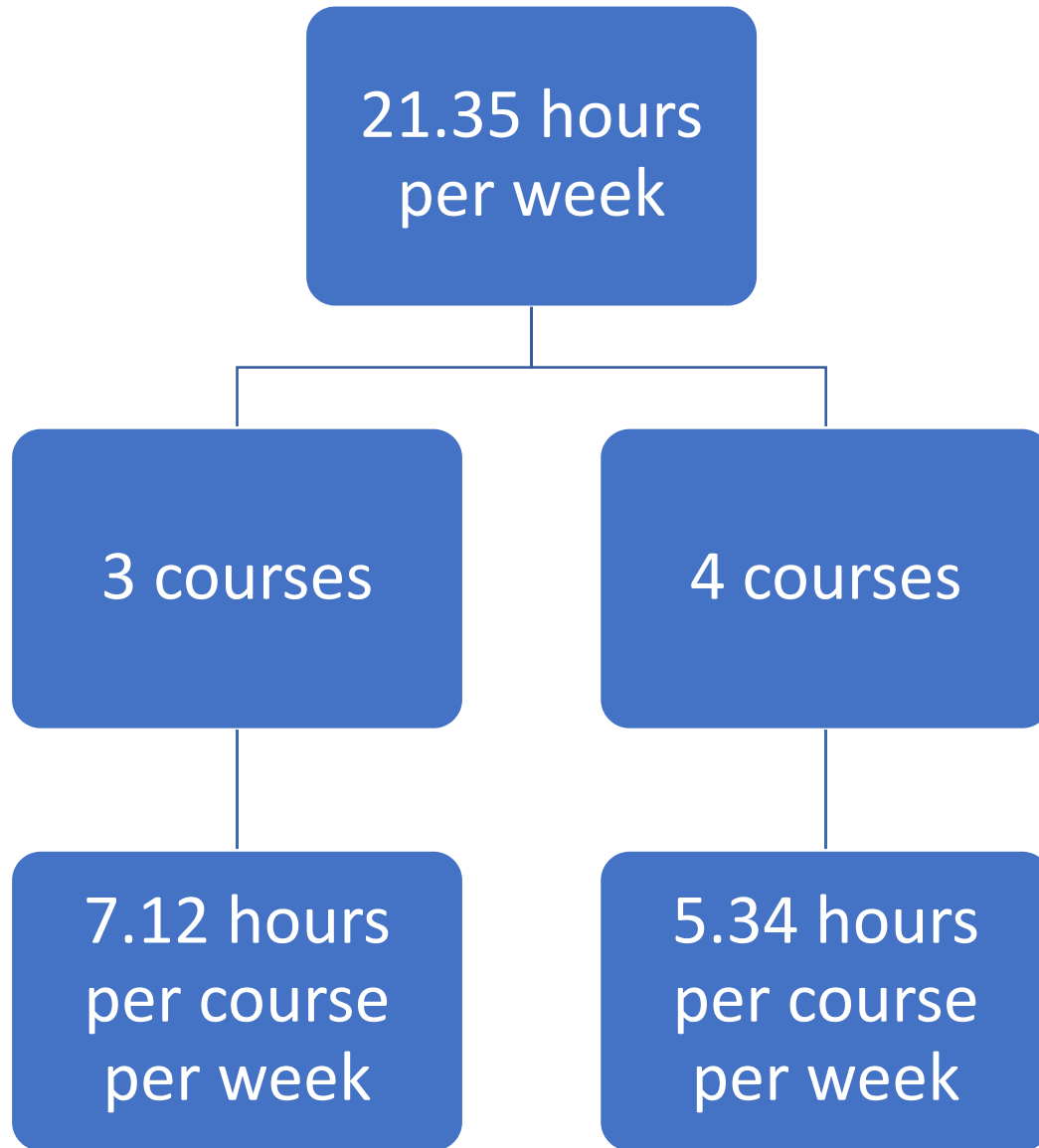
Course
Administration
& Grading



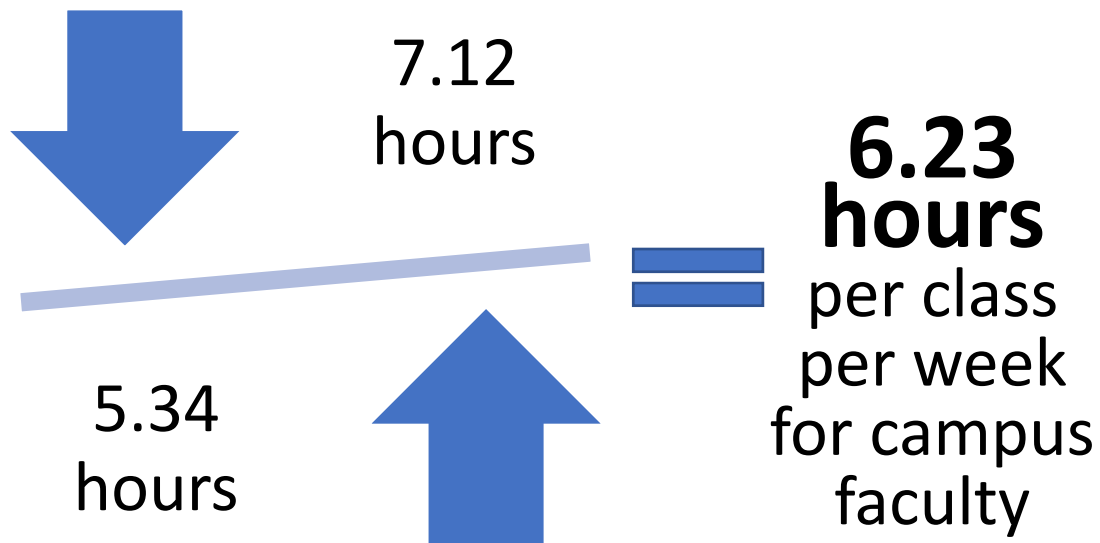
TEACHING



A little math...



...and more math...





Online Teaching

Adjunct

Fulltime

13.33
hours

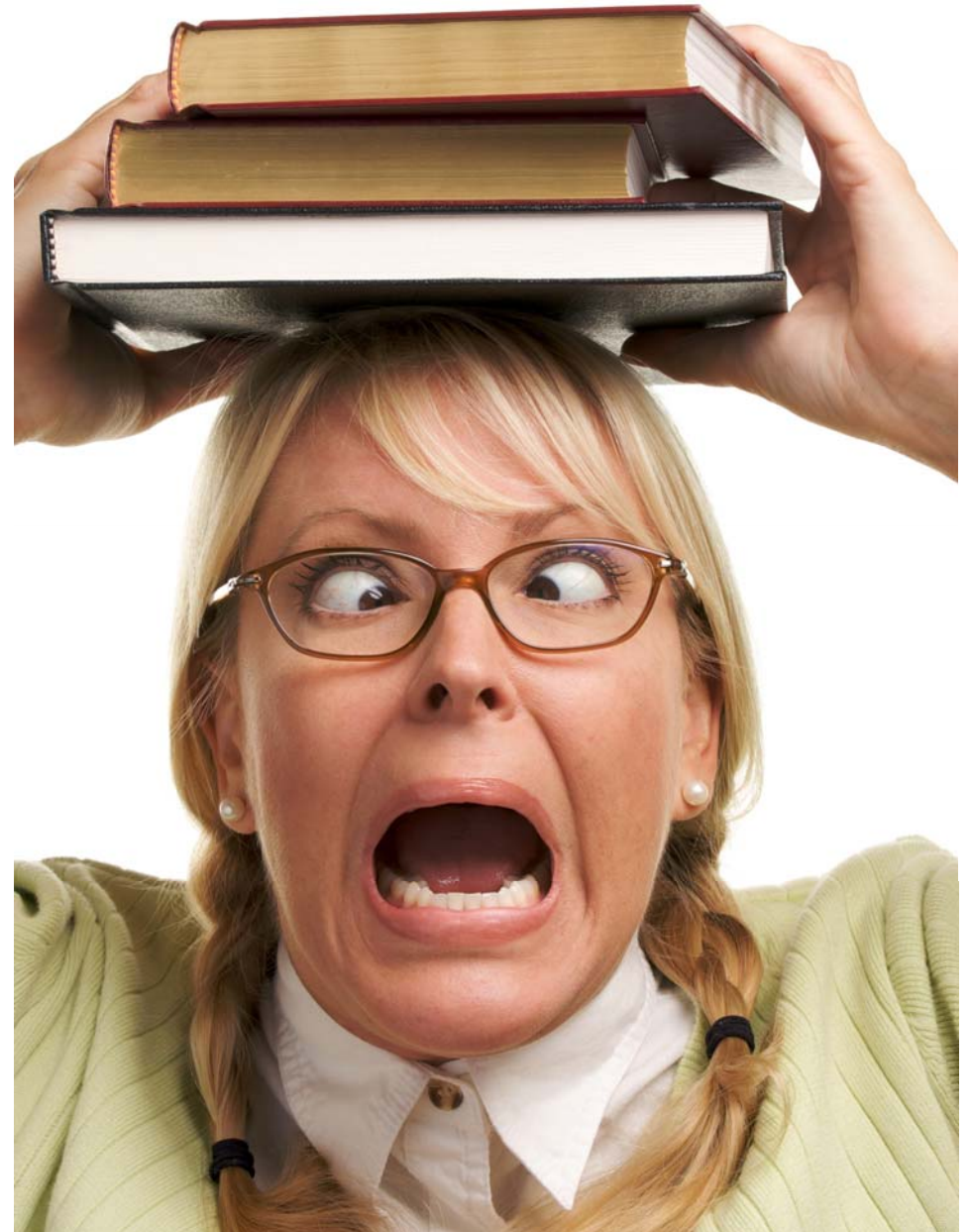
11.05
hours

per course per week

Online Course Development

Over 100 hours

Freeman, L. A. (2015). Instructor time requirements to develop and teach online courses. *Online Journal of Distance Learning Administration*, 18(1). Retrieved from <https://www.westga.edu/~distance/ojdl/spring81/cavanaugh81.htm><http://www.westga.edu/~distance/ojdl/spring181/freeman181.html>



Course Development Models



Individual



Structured



Collaborative



Standardized



Individual

- Faculty autonomy to determine content, structure, appearance and format

Structured

- Faculty autonomy to determine content; templates and guidelines to inform structure, appearance and format

Collaborative

- Faculty autonomy to drive decision-making; input and guidance from instructional designers and instructional technologists

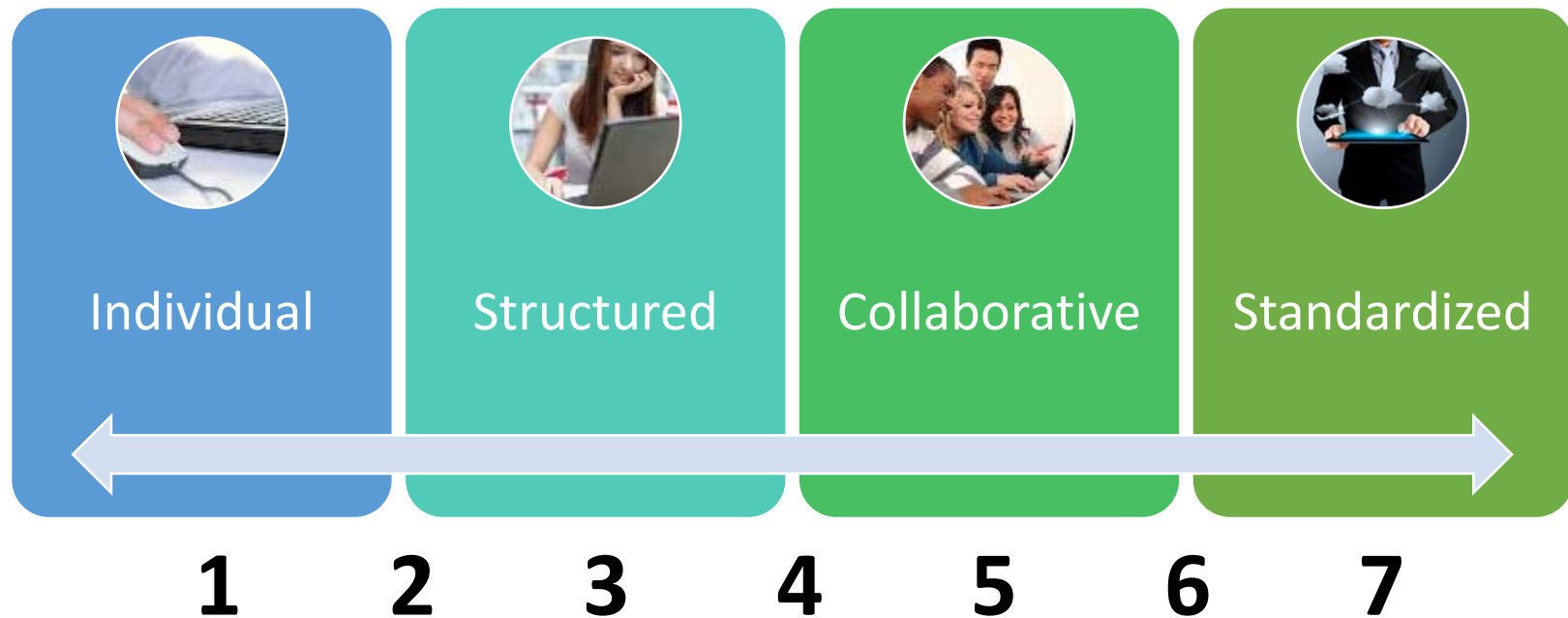
Standardized

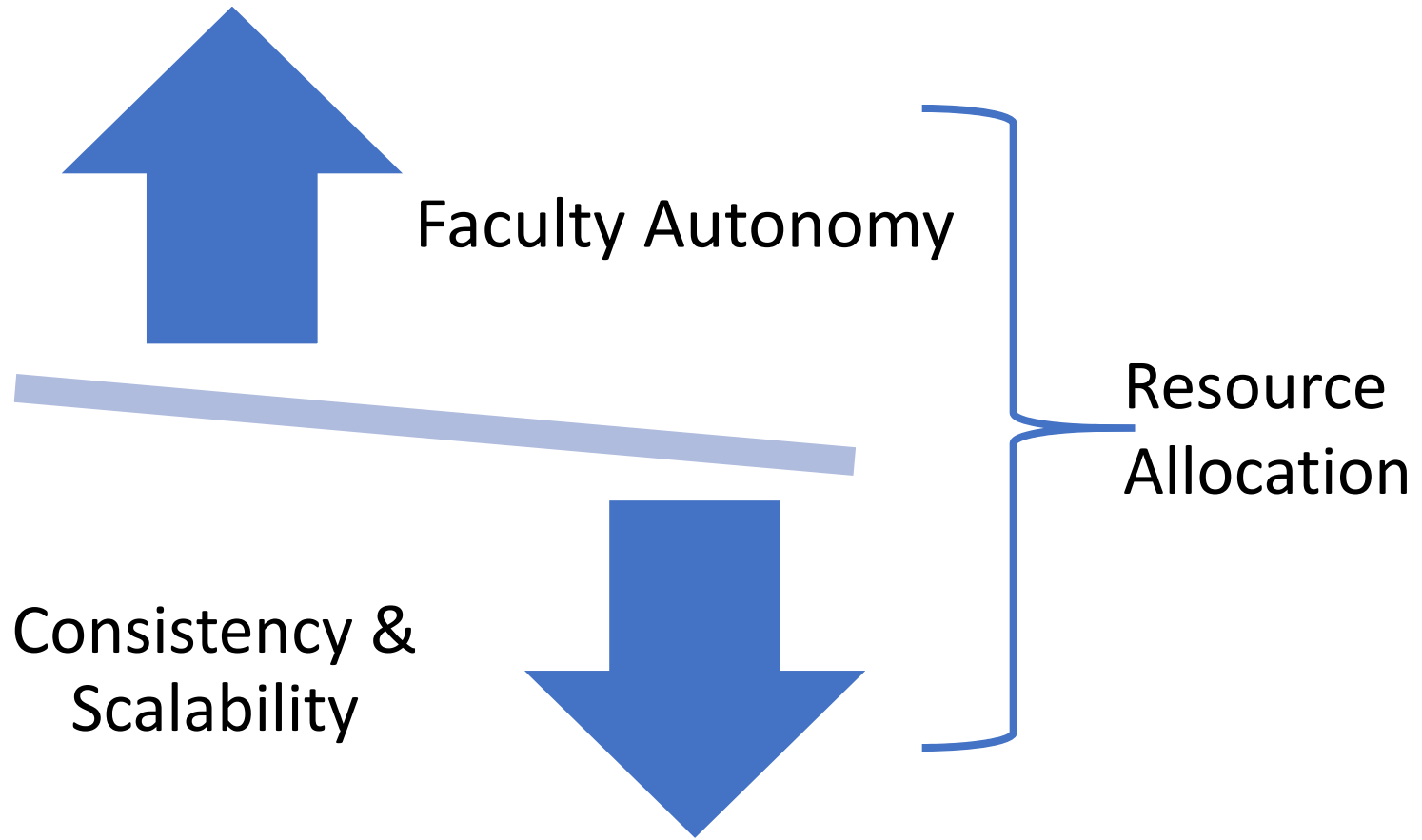
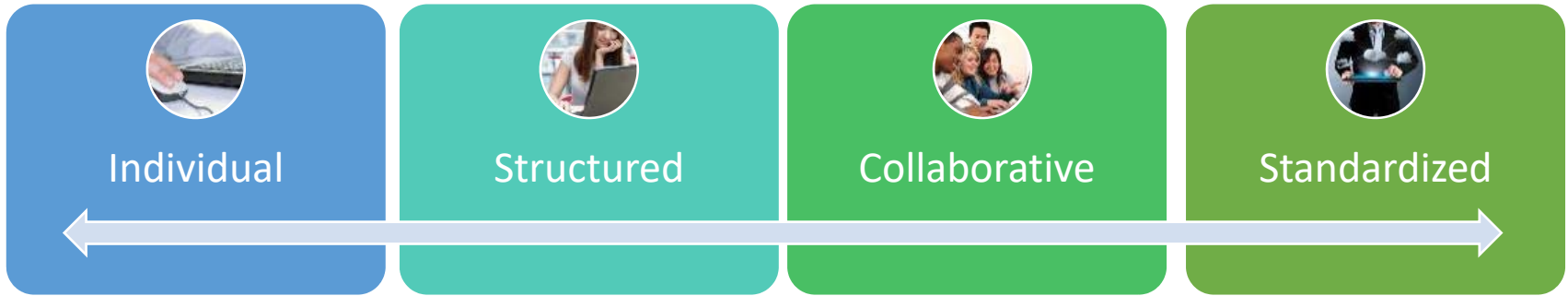
- Collective course design by content expert, curriculum specialist, instructional designer, instructional technologist and relevant professionals

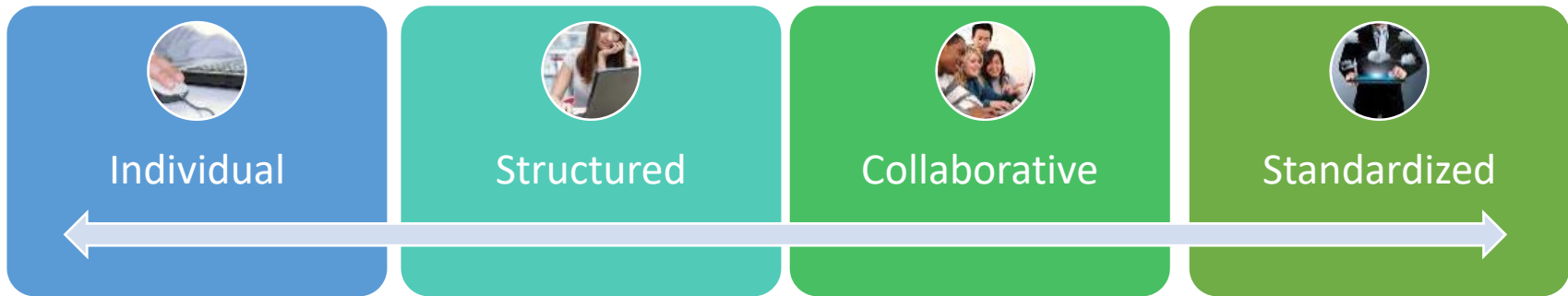
POLL

What online course design model are you currently using?

- Indicate where your department or program lies on the continuum.

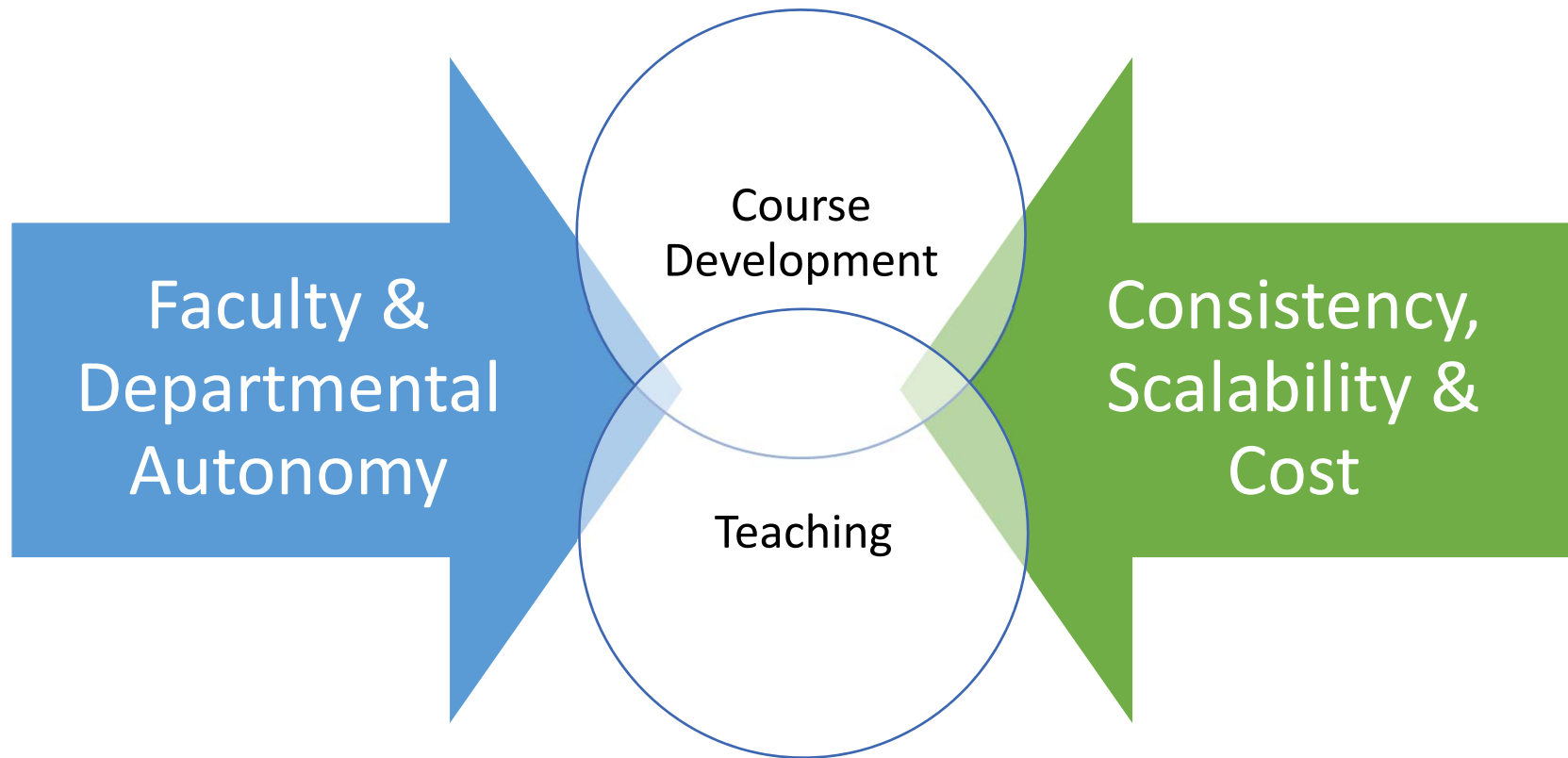






Resources allocated to faculty	↔	Resources allocated to courses
Governance in departments	↔	Governance in centralized online learning department
Course development autonomous process	↔	Course development a standardized process
Combined roles for course development and instruction	↔	Separated roles for course development and instruction
Course revision process flexible	↔	Course revision process fixed

The Challenge...



KEY CONSIDERATIONS

Stakeholders

Course Administration

Pedagogy

Technology



Stakeholders

Faculty

Administrators

Instructional Designers

Instructional Technologists

Accreditors

Students

Course Administration

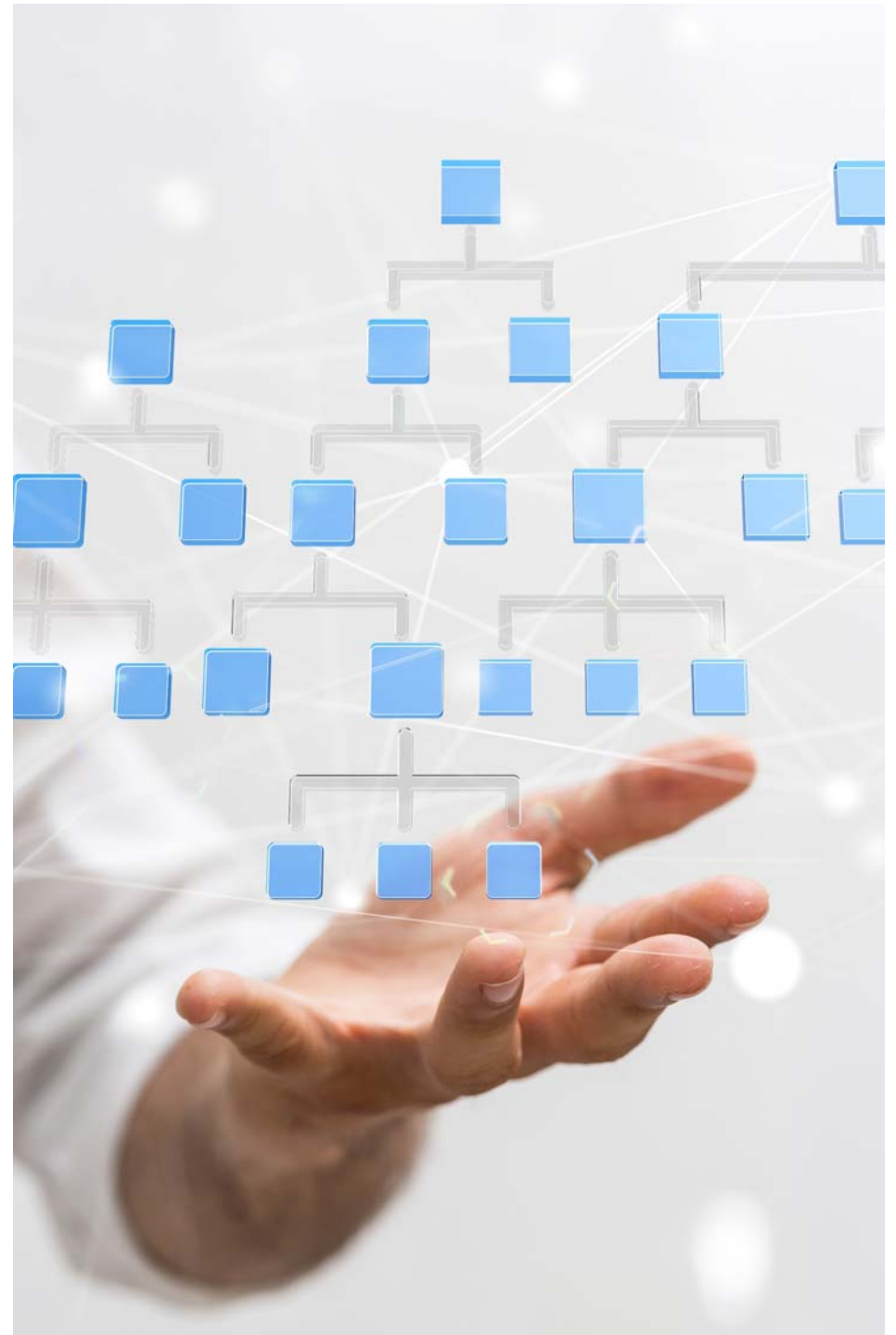
Program alignment

Scheduling

Programmatic or department objectives

Pre-requisites

Post-requisites



A camel is...

a horse
designed by
committee



Pedagogy



Technology



INSTITUTIONAL CONTEXT

Size of online program

Goals of online program

Organizational structure

Funding and resources

Staffing

Faculty governance

Accreditation



Considerations...

Funding

- Policies for funding initial course development and ongoing maintenance
- Interaction between funding and policy

Faculty governance

- Interaction between course development processes and faculty governance bodies (Senate, Union, Bargaining Unit, etc)
- Role of academic freedom

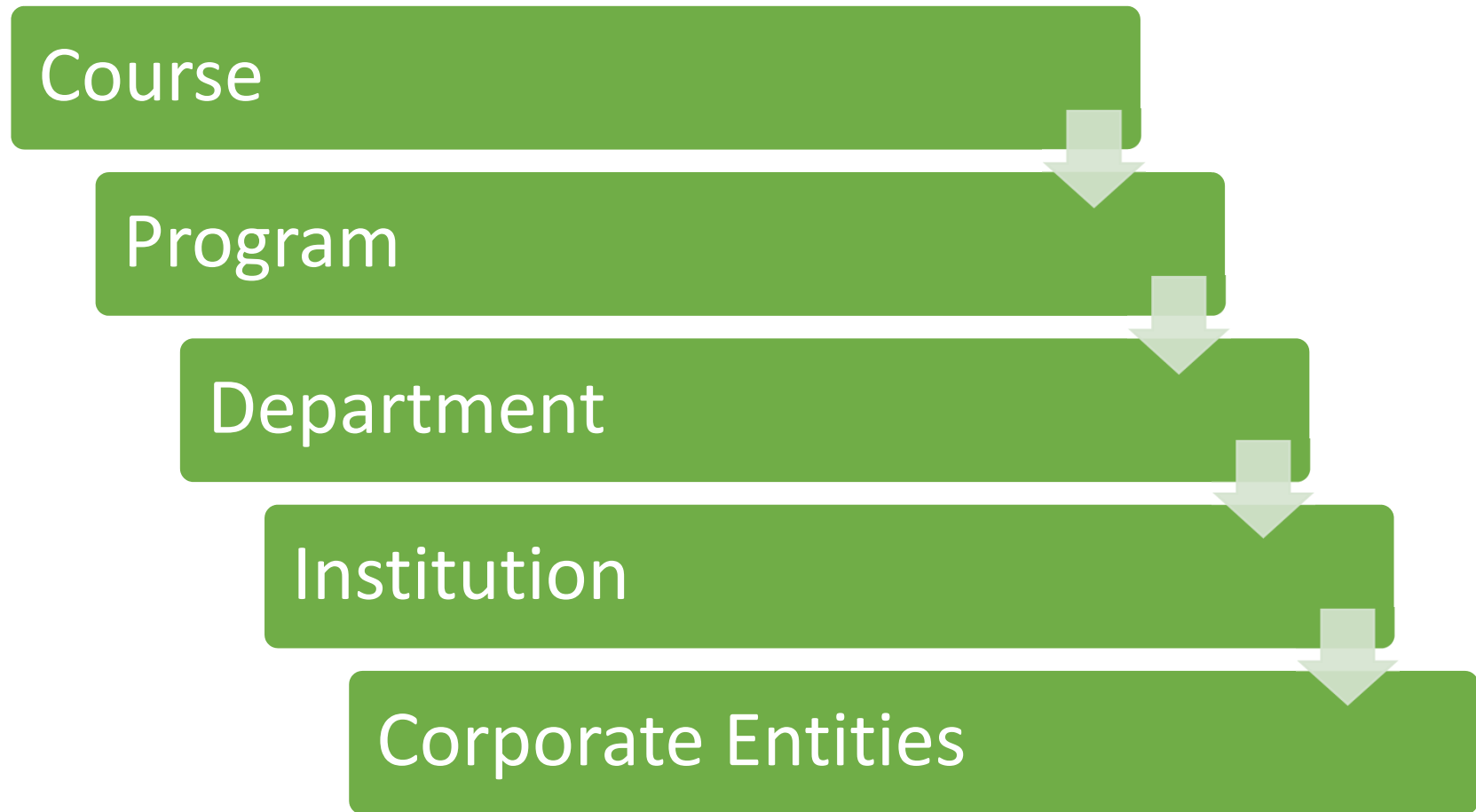
Organizational structure

- Oversight for guidelines, review and approval of online courses

Policy

- Expectations and guidelines for standards, teaching, updates, etc.
- Role of intellectual property

Levels of Collaboration



Context 1:

Single Course / Single Instructor / Stable

Collaboration with instructional design team

Increased
autonomy

Flexibility in
design

Course quality

Course
compliance

Context 2:
Single Course / Multiple Instructors / Stable

Collaboration with instructional design team
and colleagues

Program
alignment

Maximize
resources

Consistency

Comprehensive
curriculum

Context 3:

Single Course / Multiple Instructors / Growth

Collaboration with colleagues, instructional design team, and administrators

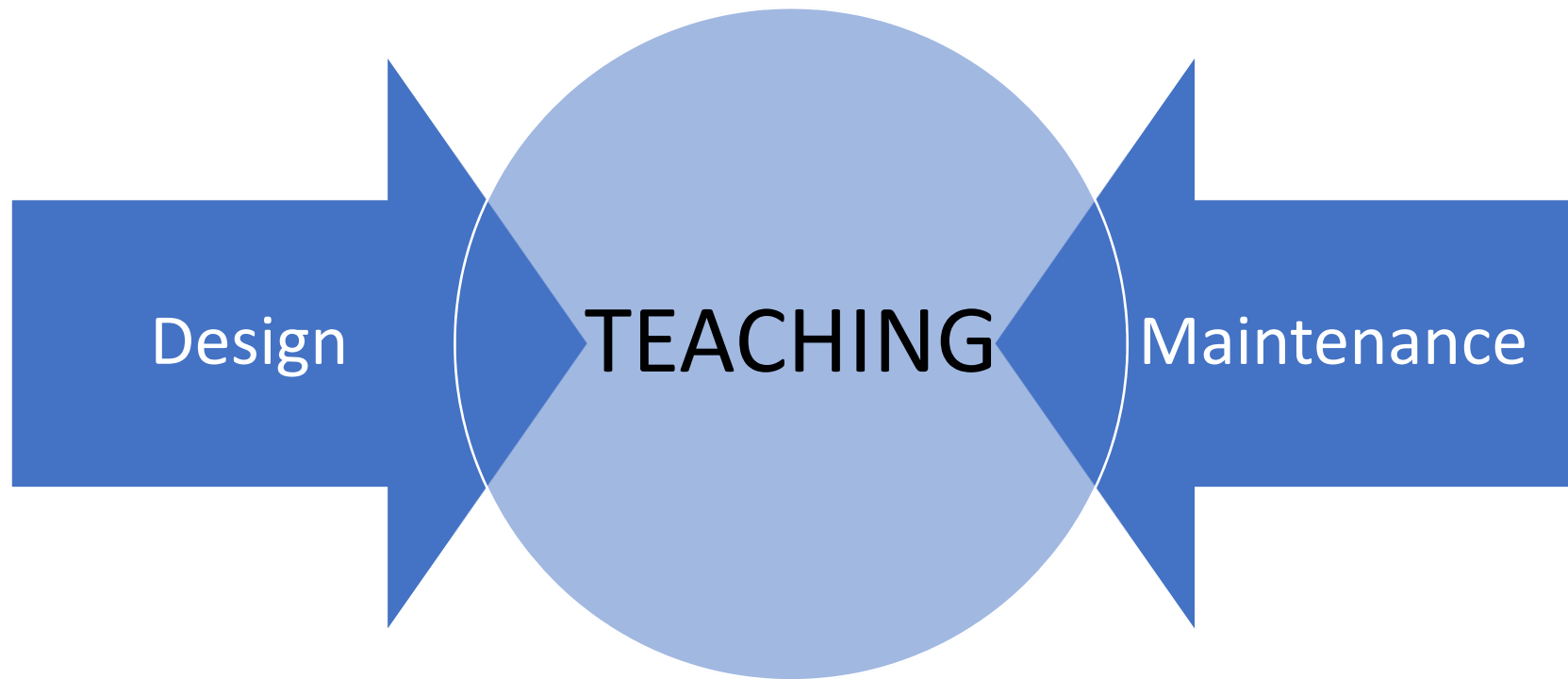
Scalability

Quality oversight

Maintenance

Faculty support

Continuous Course Development



Shifting Perspectives...



Course Development

Content expert / Faculty

Curriculum specialist

Instructional designer

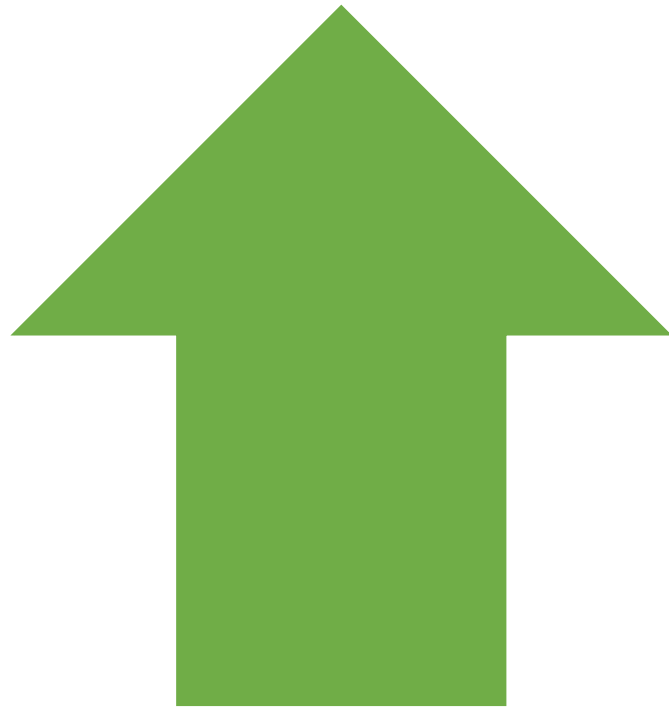
Instructional technologist



Teaching

Faculty

Gaining Buy-In



Personal Value



Faculty

- Development time
- Teaching time
- Course Quality
- Expertise



Program

- Course quality
- Program consistency
- Assessment



Questions?
Comments?
Ideas?