Association for Information Systems
AIS Electronic Library (AISeL)

December 2007

WHAT HAVE WE E-LEARNED OVER THE PAST DECADE? A DISCUSSION OF FACULTY'S EXPERIENCES WITH THE DEVELOPMENT AND DELIVERY OF AN ONLINE M.S. IN MIS DEGREE PROGRAM

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OVERVIEW

According to the Alfred P. Sloan Consortium, about 3.2 million college students enrolled in an online course in the Fall semester of 2005 (Allen & Seaman, 2006). Despite the increasing demand for online education, little is known about the impact of online teaching on faculty (i.e., their productivity, their effectiveness, their personal fulfillment). Likewise, methods for adapting on-campus MIS courses to an online environment have not been widely shared among the MIS academic community. (A 2005 study by K. R. Jones does present an assessment of students' achievements in web-based versus. on-campus Telecommunications classes.)

The University of Illinois at Springfield has offered online classes in MIS since Fall 1997, an online undergraduate MIS Minor since 2005, and an entirely online M.S. in MIS degree program since 1999. Since then, over forty-five students have graduated from the degree program by taking only online classes.

This panel will discuss the benefits, challenges, and lessons learned by faculty having experience teaching over eighty online MIS class sections. The panelists, who are in different stages of their academic career, will discuss several issues relating to the teaching and administration of an online MIS degree program.

Topics include:

- Adapting specific MIS courses to an online mode of delivery
- Developing online classroom activities, including testing procedures
- Ensuring academic honesty
- Assessing students' learning outcomes in general and performance online in particular
- Understanding online students' expectations
- Engaging and interacting with students in the online classroom
- Impact on faculty workload and productivity
- Useful course management tools and other content-delivery technologies
- Student and Faculty Support Services including Library and Instructional Support
- Administrative considerations (i.e., impact on on-campus and total enrollment; evaluating faculty performance)
- Other challenges and pleasant surprises

The intention of the panel is to be interactive with the audience. Attendees will be encouraged to ask questions, as well as to contribute their own experiences and concerns to the discussion.

REFERENCES

Allen, I. E. and Seaman, J. *Making the Grade: Online Education in the United States*, Sloan-C, The Alfred P. Sloan Foundation, 2006.

Jones, K. R. "Comparing Web-Based Content Delivery and Instructor-Led Learning in a Telecommunications Course," *Journal of Information Systems Education* (16:3), 2005, pp. 265–272.