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# Preparing New E-Learning Faculty for Online Instruction

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# Preparing New E-Learning Faculty for Online Instruction

Online Teaching, Design and Development (OTDD)

Preparing New E-Learning Faculty for Online Instruction

**Shalin Hai-Jew**  
**Office of Mediated Education**  
**Kansas State University**  
**July 31, 2008 / SIDLIT**

# The Office of **Mediated Education**

- **Three instructional designers**
- **Graphic artist**
- **Technologists**
- **K-State Online / Axio Learning LMS**
- **Support service to faculty, staff and administrators**

# Some **Challenges** for Faculty

- Acclimating to e-learning
- Educational technologies
- Pedagogical strategies
- Laws and policies affecting e-learning
- The creation of e-learning objects, assignments, and other elements

# Comprehensive eLearning Course Build

The screenshot displays a web-based file management interface for the OTDD Course eLearningResources REPOSITORY. The interface is viewed in Microsoft Internet Explorer. The main content area shows a list of files with columns for SELECT, FILE NAME, LINK TEXT, SIZE, MODIFIED, PUB, and ORDER. The files are organized into folders, including 'Content', 'Archives', and 'OTDD Course eLearningResources REPOSITORY'. The 'OTDD Course eLearningResources REPOSITORY' folder contains a list of files, including 'Separator', 'SixCorePrinciplesofeLear...doc', 'VideoCapturingTips.doc', 'OTDDLMSLearningStyles.doc', 'FAQs for Teaching Online.doc', 'BuildingCommunityinAnOnl...ppt', 'BuildingOnlineLectures.ppt', 'BuildingOnlineSlideshows.ppt', 'CollaborationTools.pdf', 'Copyright Issues for Onl...ppt', 'Checklist for IceBreaker...pdf', 'CuttingEdgeeLearning1.ppt', 'DesigningOnlineDelivery.ppt', 'Deploying Pedagogical Agents.ppt', 'DigitalVideographyforLearning.ppt', 'Disability\_and\_the\_Law.ppt', 'Discussion Thread Do.pdf', 'E-portfolios.ppt', 'EffectsPrinciplesMultime...doc', 'eLearning.ppt', 'Electronic\_Curb\_Cuts\_Pri...ppt', 'GettingStartedinDistance...ppt', 'Getting Started Learning...ppt', 'Goingfromf2toOnline.ppt', 'InteractivityineLearning1.ppt', 'LaunchingtheCourse.ppt', 'LawsandRegulationsAffect...ppt', 'Learning Management Systems.ppt', and 'ModelsofeLearningInstruc...ppt'.

SELECT	FILE NAME	LINK TEXT	SIZE	MODIFIED	PUB	ORDER
<input type="checkbox"/>	Separator	REPOSITORY of All Digital Resources in Online Classroom for Learner Use				1
<input type="checkbox"/>	Separator	eLearning Downloadables (General)				2
<input type="checkbox"/>	SixCorePrinciplesofeLear...doc	Six Core Principles of eLearning and Multimedia Builds.doc	23kB	05/11/2006		3
<input type="checkbox"/>	VideoCapturingTips.doc	VideoCapturingTips.doc	44kB	07/26/2006		4
<input type="checkbox"/>	OTDDLMSLearningStyles.doc	OTDDLMSLearningStyles.doc	20kB	08/30/2006		5
<input type="checkbox"/>	FAQs for Teaching Online.doc	FAQs for Teaching Online.doc	46kB	08/30/2006		6
<input type="checkbox"/>	Separator	College and University Resources				7
<input type="checkbox"/>	BuildingCommunityinAnOnl...ppt	Building Community in an Online Course.ppt	147kB	05/30/2006		8
<input type="checkbox"/>	BuildingOnlineLectures.ppt	BuildingOnlineLectures.ppt	164kB	08/26/2006		9
<input type="checkbox"/>	BuildingOnlineSlideshows.ppt	BuildingOnlineSlideshows.ppt	42kB	07/25/2006		10
<input type="checkbox"/>	CollaborationTools.pdf	Collaboration Tools	19kB	08/30/2006		11
<input type="checkbox"/>	Copyright Issues for Onl...ppt	Copyright Issues for Online Teaching and Learning.ppt	120kB	08/30/2006		12
<input type="checkbox"/>	Checklist for IceBreaker...pdf	Checklist for IceBreaker Activities	14kB	08/30/2006		13
<input type="checkbox"/>	CuttingEdgeeLearning1.ppt	Cutting Edge eLearning1.ppt	140kB	06/09/2006		14
<input type="checkbox"/>	DesigningOnlineDelivery.ppt	Designing Online Delivery.ppt	638kB	07/02/2006		15
<input type="checkbox"/>	Deploying Pedagogical Agents.ppt	Deploying Pedagogical Agents.ppt	536kB	08/13/2006		16
<input type="checkbox"/>	DigitalVideographyforLearning.ppt	DigitalVideographyforLearning.ppt	63kB	08/13/2006		17
<input type="checkbox"/>	Disability_and_the_Law.ppt	Disability and the Law	170kB	09/18/2006		18
<input type="checkbox"/>	Discussion Thread Do.pdf	Discussion Thread Do's and Don'ts	22kB	08/30/2006		19
<input type="checkbox"/>	E-portfolios.ppt	E-portfolios.ppt	97kB	08/13/2006		20
<input type="checkbox"/>	EffectsPrinciplesMultime...doc	Effects Principles Multimedia Design.doc	22kB	09/26/2006		21
<input type="checkbox"/>	eLearning.ppt	eLearning.ppt	70kB	07/25/2006		22
<input type="checkbox"/>	Electronic_Curb_Cuts_Pri...ppt	Electronic_Curb_Cuts_Printable.ppt	796kB	09/06/2006		23
<input type="checkbox"/>	GettingStartedinDistance...ppt	Getting Started in Distance Learning.ppt	666kB	05/30/2006		24
<input type="checkbox"/>	Getting Started Learning...ppt	Getting Started Learning Online.ppt	738kB	08/30/2006		25
<input type="checkbox"/>	Goingfromf2toOnline.ppt	Going from f2f to Online.ppt	72kB	05/30/2006		26
<input type="checkbox"/>	InteractivityineLearning1.ppt	InteractivityineLearning1.ppt	61kB	07/25/2006		27
<input type="checkbox"/>	LaunchingtheCourse.ppt	Launching the Course.ppt	125kB	07/02/2006		28
<input type="checkbox"/>	LawsandRegulationsAffect...ppt	LawsandRegulationsAffectingeLearning.ppt	120kB	07/25/2006		29
<input type="checkbox"/>	Learning Management Systems.ppt	Learning Management Systems.ppt	40kB	09/23/2006		30
<input type="checkbox"/>	ModelsofeLearningInstruc...ppt	ModelsofeLearningInstructionalDesign.ppt	84kB	08/29/2006		31

# Early Course Objectives

- eLearning knowledge base
- Axio™ Learning Management System (LMS) understandings and familiarization
- eLearning curricular development
- Course development documentation /project management
- Online interactivity and community building
- Research and locating of digital materials
- Building self (and group) support as instructors
- Retaining online learners
- eLearning educational quality control
- Latest theories and applied practices (and where the two meld)



# Advanced Course Objectives

- Uses of third-party authoring tools for the building of digital learning objects (Tegrity™, Wimba™, SoftChalk Lesson Builder™, Captivate™, Mediator 8™, Audacity™ or others)
- The uses of open and Creative Commons-copyrighted materials in situations of academic “inheritance” and localization
- Test for academic rigor in the learning
- Put in place a course update plan
- Build courses for identity, marketing and branding

## Advanced Course Objectives (cont.)

- **Optional Add-Ons:** Eportfolio assessments, teaching case studies, pedagogical agentry, mental model building, and employing educational games and simulations for learning, automated learning



## Below-the-Surface Goals

- **Connect with faculty as instructional designers and strengthen instructional design in online learning**
- **Create an online LMS infrastructure for training educators in teaching online and lowering “fear factor” re: educational technologies**
- **Update knowledge about eLearning strategies, laws and campus policies**
- **Bring educational administrators along in their knowledge base of eLearning**
- **Broaden senses of how their LMS is used / can be used for learning**
- **Collecting materials for future learners from the present crop**

# Showcasing the Axio™ LMS

The screenshot displays the Axio LMS interface within a Microsoft Internet Explorer browser. The browser's address bar shows the URL: [https://axio.axiolearning.org/SymMetrics/AssignmentListing.exe?EXEC\\_CLASS=metrics.web.commands.NavigationCommands&EXEC\\_COMMAND=AssignmentListing&EXEC\\_ARGS=1&courseid=1](https://axio.axiolearning.org/SymMetrics/AssignmentListing.exe?EXEC_CLASS=metrics.web.commands.NavigationCommands&EXEC_COMMAND=AssignmentListing&EXEC_ARGS=1&courseid=1). The page title is "ASSESSMENT" and the sub-header is "Assignment Listing". The interface includes a navigation menu with options like "Admin", "Assignment Manager", "Gradebook", "Grading Rules", and "Question Manager". A dropdown menu for "FALL 2006" is visible. The main content area features a table with the following columns: Assignment Name, Pts, Questions, Properties, Type, Group, and Order. The table lists 18 assignments, each with a checkbox, a name, a point value, a question count, a type (Manual), a group (e.g., HOMEWORK, PROJECT, CLASS PRESENTATION), and an order number. The assignments are sorted by points in descending order.

Assignment Name	Pts	Questions	Properties	Type	Group	Order
<input type="checkbox"/> Online Syllabus Course Sched	10.0	-		Manual	HOMEWORK	1
<input type="checkbox"/> Assessment Curricular Resource	5.0	-		Manual	HOMEWORK	2
<input type="checkbox"/> Online Lecture	10.0	-		Manual	PROJECT	3
<input type="checkbox"/> Online Course Policies	15.0	-		Manual	PROJECT	4
<input type="checkbox"/> Course Slideshow	10.0	-		Manual	PROJECT	5
<input type="checkbox"/> Digital Learning Object	10.0	-		Manual	PROJECT	6
<input type="checkbox"/> Sample Assignment	10.0	-		Manual	HOMEWORK	7
<input type="checkbox"/> Sample Assessment	10.0	-		Manual	HOMEWORK	8
<input type="checkbox"/> Telepresence Plan	5.0	-		Manual	HOMEWORK	9
<input type="checkbox"/> Asynchronous Disc. Participati	5.0	-		Manual	CLASS PRESENTATION	10
<input type="checkbox"/> Synchronous Forum Experience	19.0	-		Manual	CLASS PRESENTATION	11
<input type="checkbox"/> Online Course Assess Rubric	5.0	-		Manual	HOMEWORK	12
<input type="checkbox"/> Course Updating Plan	5.0	-		Manual	PROJECT	13
<input type="checkbox"/> Wk 1 Participation	10.0	-		Manual	CLASS PRESENTATION	14
<input type="checkbox"/> Wk 2 Participation	10.0	-		Manual	CLASS PRESENTATION	15
<input type="checkbox"/> Wk 3 Participation	10.0	-		Manual	CLASS PRESENTATION	16
<input type="checkbox"/> Wk 4 Participation	10.0	-		Manual	CLASS PRESENTATION	17
<input type="checkbox"/> Wk 5 Participation	10.0	-		Manual	CLASS PRESENTATION	18

# Some Pedagogical Strategies

- “Week 0” or Pre-Week acclimation to the online space
- Rubrics for broad swath of educational fields, embedding of quality standards (with flexibility for individuation)
- Multiple delivery methods for online lectures and slideshows (accessibility and experiential learning)
- Embodiment of multimedia build concepts of Clark and Mayer (*E-Learning and the Science of Instruction*)
- Open deadlines and some self-pacing for learners
- Co-learning and co-critique of learners (in cohorts)

## Pedagogical Strategies (cont.)

- Unique course-based focus for each learner (actual building of digital learning objects and course policies, plans, and materials during the course)
- Experiential synchronous chat and Wimba™ experience
- “Shadow parallel Axio™ course shell” for learner builds and digital delivery (gallery concept for peer critique)
- Commitment to an Axio™ courseware shell at the end of the course
- Downloadables for more learning to enhance the effect of the course

## Pedagogical Strategies (cont.)

- **Soliciting critique of the course as it is in progress, real-time changes based on expressed learner needs**
- **Co-instructing and eLearning Modeling: shared participant emails (for most), shared course builds, mutual support and critique, equal participation (ideal)**
- **No extra technologies beyond access to the WWW and Internet, PowerPoint reader, Microsoft Word and browser plug-ins for multimedia**
- **All assignments linked to the individual instructor's course builds or co-developed course builds**

# Dual-Track Design: K12 and University Tracks

**DIFFERENCES:** These tracks differed based on...

- Resource references
- Textbooks
- Uses of eLearning
- Learner planning

**SIMILARITIES:** These were similar based on...

- Shared course digital materials
- Quality of interactions
- Similar assignments (with flexibility to adjust to the local settings)

# Textbook Selections

- **K-12**: Mark and Cindy Grabe's *Integrating Technology for Meaningful Learning*
- **University**: Drs. Ruth Colvin Clark and Richard E. Mayer's *e-Learning and the Science of Instruction*
- **Suggested Text for Both Tracks**: Rena M. Palloff and Keith Pratt's *The Virtual Student: A Profile and Guide to Working with Online Learners*
- \* The course could run purely on the digital educational contents, so the textbooks could be seen as value-added vs. absolutely necessary.

# The 5-Week Course Schedule

- **Pre-week** Learning and Review
  - **Week 1:** Making the Change
  - **Week 2:** Learning Curricular Issues
  - **Week 3:** Technology Issues
  - **Week 4:** Building Community and Launching Virtual Teams
  - **Week 5:** Launching the Course
  - **Post-Week** for Stragglers
- \* A 10-week version was offered at the request of one college.



# High Interactivity

The screenshot shows a Microsoft Internet Explorer browser window displaying a message board for OTDD. The page title is "COMMUNICATION" and the subtitle is "Online Teaching, Design and Development". The main content area is titled "MESSAGE BOARD" and includes a search bar and a list of message threads. The threads are organized into a table with columns for "Message Subject" and "Author [Submitted Date]".

Message Subject	Author [Submitted Date]
Questions and Comments for the Co-Instructors and Peers	By: Hai-Jew, Shalin [05/11/06: 07:58:00 AM, CDT]
The eLearning Path for OTDD	By: Hai-Jew, Shalin [08/30/06: 08:18:49 AM, CDT]
RE: Date Parameters	By: Collins, Royce Ann [09/14/06: 05:55:49 PM, CDT]
RE: Date Parameters	By: Hai-Jew, Shalin [09/15/06: 09:03:10 AM, CDT]
RE: Questions and Comments for the Co-Instructors and Peers	By: Vogt, Debra [09/15/06: 03:08:00 PM, CDT]
To: Debra Vogt	By: Hai-Jew, Shalin [09/15/06: 03:54:01 PM, CDT]
RE: To: Debra Vogt	By: Vogt, Debra [09/15/06: 04:47:41 PM, CDT]
RE: To: Debra Vogt	By: Hai-Jew, Shalin [09/16/06: 07:43:17 AM, CDT]
RE: To: Debra Vogt	By: Vogt, Debra [09/16/06: 07:52:53 AM, CDT]
RE: To: Debra Vogt	By: Vogt, Debra [09/16/06: 12:22:03 PM, CDT]
RE: To: Debra Vogt	By: Hai-Jew, Shalin [09/16/06: 04:41:45 PM, CDT]
RE: To: Debra Vogt	By: Smith, Stacy [09/18/06: 10:06:00 AM, CDT]
RE: To: Debra Vogt	By: Vogt, Debra [09/25/06: 06:33:52 AM, CDT]
RE: Questions and Comments for the Co-Instructors and Peers	By: Smith, Stacy [09/28/06: 12:36:29 PM, CDT]
Valid Questions re: Course Length	By: Hai-Jew, Shalin [09/28/06: 02:11:49 PM, CDT]
RE: Valid Questions re: Course Length	By: kaff, marilyn [09/30/06: 02:59:23 AM, CDT]
To: Marilyn Kaff	By: Hai-Jew, Shalin [09/30/06: 06:50:48 AM, CDT]
RE: Questions and Comments for the Co-Instructors and Peers	By: Collins, Royce Ann [09/27/06: 04:28:34 PM, CDT]
)	By: Hai-Jew, Shalin [09/27/06: 05:51:28 PM, CDT]
LEARNER LOUNGE -- Virtual Hors' d'oeuvres Served	By: Hai-Jew, Shalin [05/11/06: 07:57:08 AM, CDT]
Shared Suggested eLearning Resources	By: Vogt, Debra [09/15/06: 03:05:57 PM, CDT]
RE: Shared Suggested eLearning Resources	By: Hai-Jew, Shalin [09/16/06: 05:21:19 PM, CDT]
Media Development Center at K-State	By: Smith, Stacy [09/19/06: 01:30:05 AM, CDT]
RE: Media Development Center at K-State	By: Hai-Jew, Shalin [09/19/06: 05:54:19 AM, CDT]

## High **Interactivity** (cont.)

- Asynchronous interactivity (message boards)
- Cohort model encouraged
- Co-developed course development projects
- Multi-field, multi-domain interactions for co-learning; high use of multimedia
- Opportunity for synchronous interactivity (real-time live classrooms using Wimba™)
- High online instructor presence

# Learner Recruitment and Outreach

- A cohort from a college launching an online graduate degree program
- Individuals from K12 introduced at a conference
- Clients of the instructional designers from various projects
- Administrators from several campus units
- A new college coming online with e-learning
- Publicity through *DCE Connections*, *Tell Tuesday*, and other on-campus communications organs

# Critical Housekeeping Supports

- Pre-course emails, continuing course emails and announcements, post-course emails
- Telephone calls
- Registration
- Early handholding: telephone, in-person and online
- Pre-launch critiques of course and revisions
- Management of expectations

# Welcome Page

**OTDD - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Address <https://axio.axiolearning.org/templating/courseHomePage/index.jsp?courseId=77505>

Search Web Get IE7 now! Mail My Yahoo! Answers Games Music My Web Personals Sign In

Google

OTDD

Tech Support Email Instructor OTDD Tools Organizer Sign Out

**axio learning**

**Online Teaching, Design and Development**

**INSTRUCTOR(S):**  
Shalin Hai-Jew  
Ben Ward  
Swasati Mukherjee

**ANNOUNCEMENTS**  
10/20/2006

**THANKS FOR THE EMAILS and CONCLUSION**

Per the earlier postings, today is the last official day of class for OTDD. I've received a few emails with suggestions for course improvement, and more would be desirable--if you can find the time.

This course will be left available through the end of November for those who would like to post and get feedback. Feel free to download whatever resources you may find helpful in your work. All are welcome to post responses and insights, of course.

I've gone ahead and moved the "straggler week" forums to the bottom of the Message Board.

The three instructional designers--Swasati Mukherjee, Ben Ward and I--are available to support some of your eLearning work, if you'd like. Thank you.

-- Shalin  
-----

10/16/2006

**ONLINE RESOURCE FOR ACCESSIBILITY / ADAPTIVE TECHNOLOGY**

Message from Stacy Lee Smith:

I stumbled across this today on the EASI web page -- there's a conference in November that I'm attending regarding adaptive technology. They're going to have a lot of great sessions, and some of them, I learned, will be webcast - for free.

This course was delivered by Axio Learning.  
©2005 Axio Learning. All rights reserved.

**axio learning**

Done

Start Nov... Home New... Micr... OTD... Search Desktop 8:38 AM

**COURSE**

**CONTENT**

Pre-Week Learning and Review (Sept. 5 - 8, 2006)

Week 1: Making the Change (Sept. 11 - 15, 2006)

Week 2: eLearning Curricular Issues (Sept. 18 - 22, 2006)

Week 3: Technology Issues (Sept. 25 - 29, 2006)

Week 4: Building Community / Launching Virtual Teams (Oct. 2 - 6, 2006)

Week 5: Launching the Course (Oct. 9 - 13, 2006)

Post-week for Stragglers (Oct. 16 - 20, 2006)

Practice Reviews

Online Assessments for Fun Only

Archives

Online Teaching, Design and Development (OTDD) is a 5-week non-credit course offered by the Office of Mediated Education at Kansas State University. (A PreWeek involves review materials about online learning, and a PostWeek allows learners to continue submitting their digital learning objects for feedback.)

This course will involve both K-12 and university faculty who will be learning in a dual track. This is a fully-online course. The schedule will cover the main points as follows:

Preweek Learning and Review (Sept. 5 - 8, 2006)

Week 1: Making the Change (Sept. 11 - 15, 2006)

Week 2: eLearning Curriculum Issues (Sept. 18 - 22, 2006)

Week 3: Technology Issues (Sept. 25 - 29, 2006)

Week 4: Building Community / Launching Virtual Teams (Oct. 2 - 6, 2006)

Week 5: Launching the Course (Oct. 9 - 13, 2006)

Post Week for Stragglers (Oct. 16 - 20, 2006)

Learners' assignments are all linked to digital resources that they may need to build for their online course. During the course, learners will have their own course site built into Axio Learning. Learners will not receive Axio' training per se but will focus on the pedagogical issues and practices in eLearning.

**Copyright Note:** Learners are welcome to download materials for their own use but these should not be distributed. These also may not

# Retention Strategies

- Administrator inclusion for leadership and motivation
- OME administrators' "lurking" for learning about the various uses of the LMS
- Cohort-based learning model (learning with peers and peer feedback)
- Open and general curriculum for a number of academic fields
- Continual supportive engagement
- Designing for learner courses and needs (no extraneous assessments or work)

# Modeling of eLearning Instruction

- Ready and substantive responses and feedback (in class, via email and in F2F meetings at learner request)
- Friendly interactivity
- Instructor telepresence
- Transparency re: the instructional build, policies, course structure
- Research citations for all digital resources
- Protection of learner privacy
- Strategies for encouraging social engagement and “delurking”

# Built-in Course Critique and Debriefing

- Strategies to improve the course from pre-launch, during launch, and post-launch (critique)
- Email debriefing of course (with questions)
- Continual feedback and interactions regarding the issues
- Campus mail debriefing for anonymity (if preferred)
- One individual participant F2F course critique and debriefing
- Future use of K-state Survey System for anonymous feedback



## Discoveries from Going Live

- Faculty are busy and need solid motives to complete an online course. (A half dozen never even started the course early on.)
- Course development deadlines were not met by instructional designers, and all but one dropped out of this endeavor in the first semester of going live.
- Co-teaching doesn't work without some equal background in eLearning, without some rewards structure and without some constructive pressure.

# Learner Motivations: No Grading, No Credit, No Cost ... No Pressure?

https://axio.axiolearning.org/SymMetrics/LastGradebook.exe?EXEC\_CLASS=metrics.web.commands.nav - Microsoft Internet Explorer

Address: https://axio.axiolearning.org/SymMetrics/LastGradebook.exe?EXEC\_CLASS=metrics.web.commands.NavigationCommands&EXEC\_COMMAND=LastGradebook&EXEC\_ARGS=1&courseName=...

Go to OTDD

Admin Assignment Manager **Gradebook** Grading Rules Question Manager

FALL 2006

OTDD  
Online Teaching, Design and Development

Adjusted Scores Raw Scores Student View Prefs Grading Scale Reports

Find student: [ ] Search

Adjusted Scores Export Grades Print Gradebook

ADJUSTED SCORES (Click on [ ] to view Student Gradebook)

Select a Section: Fall 2006 Show: All Users

Email Mark as Completed

in progress scores are green

Student Name	HOMEWORK									PROJECT								
	OLSVla	CurRes	SampAss	SpAssess	TelePlan	OLCAsess	Prcritiq	Subtotal	OLLect	OLCPolic	SlideSho	DigiLrnD	CrstUpdat	Subtotal	AsynDisc	SynForum	Wk1Part	Wk2P
1 Anders, Brent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
2 Anderson, Mary Jo	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
3 Collins, Royce Ann	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
4 Cowin, Kathleen	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
5 Devin, Mary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
6 Hughes, Fulece	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
7 Kaff, Marilyn	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
8 Ledell, Jane	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
9 Miller, Teresa	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
10 Salsberry, Trudy	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
11 Spears, Jacqueline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
12 Talab, Rosemary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
13 Tross, Amanda	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
14 Vogt, Debra	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A
15 Zacharakis, Jeffrey	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0/94	N/A	N/A	N/A	N/A	N/A	0/50	N/A	N/A	N/A	N/A

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# Updates and Revisions: 2006 - 2008

- Content add-ons (games and simulations, automated learning, and authoring tools)
- Slideshow updates (with pagination, branding, a new logo, credits page, the new gating feature, and content infusions)
- Accessibility module add-on with a faculty tip sheet on creating accessible online courses
- User feedback



Online Teaching  
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# The Future

- **Varying Course Lengths:** Longer scheduled course length
- **Other Modes:** Possible Automation / Open-Entry, Open-Exit / Hybrid?
- **Selective Assignments:** More selective assignments (but fewer)
- **Texts:** Possibly more eLearning-focused textbooks (Dr. Shirley Waterhouse; Drs. Simonson, Smaldino, Albright and Zvacek, and / or others)
- **Cost Mitigation:** Tuition costs?

## The Future (cont.)

- **Versioning:** Graduate credit? Free offerings for Axio™ User Community partners? Free on completion but tuition if left incomplete?
- **Instructor Change?** Change in instructors (possibly from faculty ranks, possibly with one instructional designer, possibly with a mix of faculty and instructional designer)
- **Critical Mass of Learners:** Larger incoming class for momentum? Smaller incoming class for more personal attention? Inclusion of graduate teaching assistants (GTAs) and student multimedia specialists in future courses?

## The Future (cont.)

- **Value-Added F2F Workshops:** Ongoing workshops through the Instructional Design Technology Roundtables (IDTRT)
- **The Latest Research:** Updates for the latest research
- **Responsiveness to Learners' Perceived Needs:** Updates based on learners' perceived needs
- **Continuing Course Revisions:** Revisions based on administrative and instructional feedback

# Contact and Conclusion

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