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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

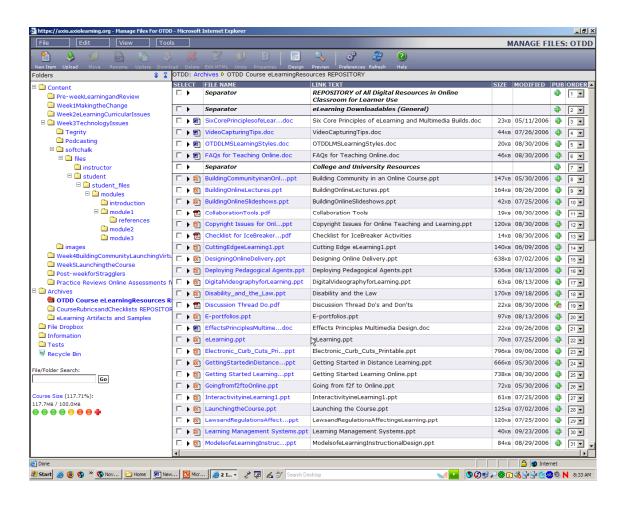
The Office of Mediated Education

- 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



Early Course Objectives

- eLearning knowledge base
- AxioTM 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)



Preparing New E-Learning Faculty for Online Instruction

Advanced Course Objectives

- Uses of third-party authoring tools for the building of digital learning objects (TegrityTM, WimbaTM, SoftChalk Lesson BuilderTM, CaptivateTM, Mediator 8TM, AudacityTM or others)
- The uses of open and Creative Commonscopyrighted 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

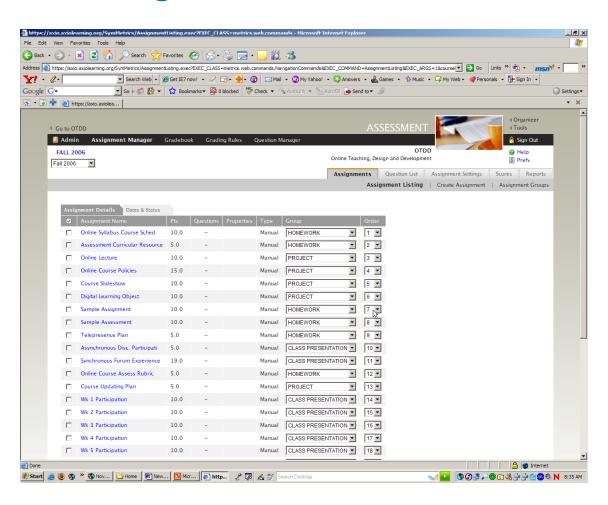
Advanced Course Objectives (cont.)

• **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



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 (*ELearning 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)

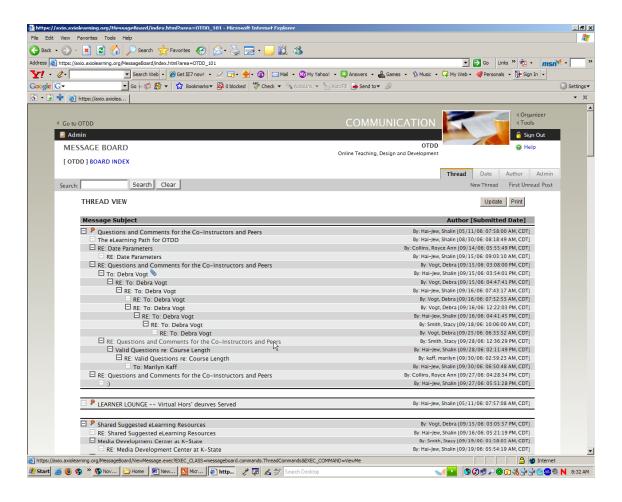
Textbook Selections

- **K-12**: Mark and Cindy Grabe's *Integrating Technology for Meaningful Learning*
- <u>University</u>: Drs. Ruth Colvin Clark and Richard E. Mayer's e-Learning and the Science of Instruction
- <u>Suggested Text for Both Tracks</u>: 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



High Interactivity (cont.)

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

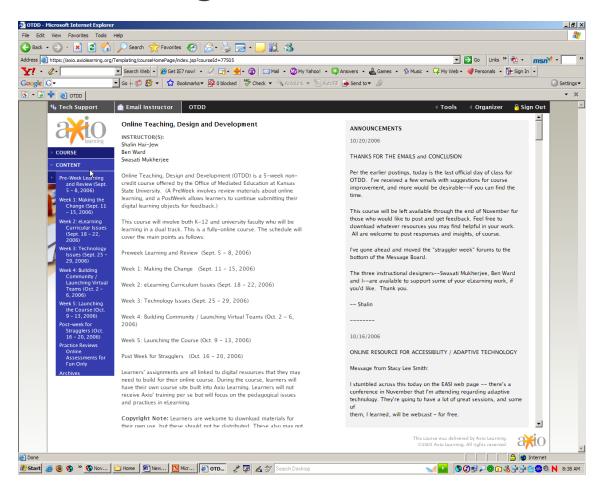
Learner Recruitment and Outreach

- 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



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"

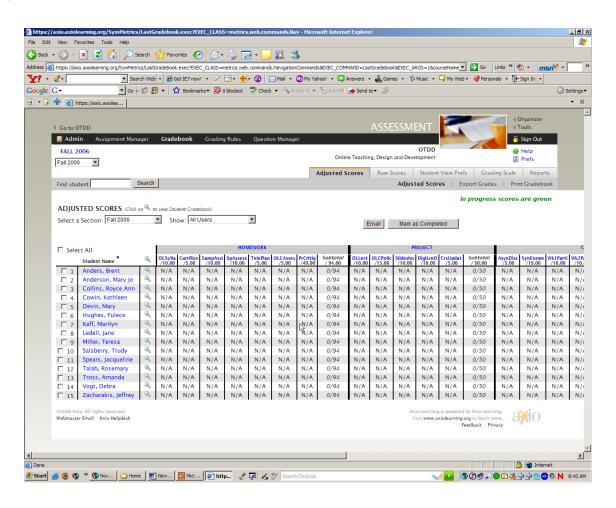
Built-in Course Critique and Debriefing

- 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?



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

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 AxioTM 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 <u>Instructional Design</u> <u>Technology Roundtables (IDTRT)</u>
- 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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Instructional Design Open Studio (IDOS) Blog

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