Been There, Done That:
Best Practices for Online and Hybrid Course Redesign and Quality

Temple College
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TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

1

Agenda

Our Experiences
– what worked well (and what did not)

Your questions
– what concerns do you have about this transition?
– our recommendations

Introductions

Faculty Center for Teaching & Learning

Lisa Miles Bunkowski, Ph.D., Ed.D.
Director, FCTL
Assistant Professor

Quality Matters:
Master Reviewer, Certified Coordinator

Certified Course Review System Mgr.

Texas A&M University System:
Council for Academic Technology & Innovative Education, Executive Committee member, QA Task Force Chair

Technology Enhanced Learning
Instructional Design & Technology

Sara R Dierk, MSIT
Associate Director, ID&T
Technology Specialist
LMS Coordinator

Laresa Miles Trusty, M.Ed.
Instructional Designer

Quality Matters:
Coordinator, Internal Peer Reviewer

External Experiences

Key points from prior experience to make these transitions successful:

- Collaboration, Consistency, and Communication

- Focus on student learning – student success
- Faculty lead the curricular components
- Research-based best practices guide the technology (LMS) components
- Strong program and course learning outcomes (regardless of modality)

A&M-Central Texas Experience

Who we are –

- Fall 2018 total enrollment: 2,464 [from our online resume on THECB website]
- 13 Online degrees approved for more

🎓 **Bachelor's Degrees**

- **Aviation Science: Aviation Management, BS** *Aviation Science*
- **Aviation Science: Professional Pilot, BS** *Aviation Science*
- **Business Management, BAAS** *Management and Marketing*
- **Human Resource Management, BBA** *Management and Marketing*
- **Management, BBA** *Management and Marketing*
- **Nursing, BSN** *Nursing*

🎓 **Master's Degrees**

- **Accounting, MS** *Accounting, Finance and Economics*
- **Business Administration, MBA** *Management and Marketing*
- **Educational Psychology, MS** *Counseling and Psychology*
- **Higher Education Leadership,** *MEd Educational Leadership*
- **Information Systems, MS** *Computer Information Systems*
- **One Planet Leadership (formerly Management & Leadership), MS** *Management and Marketing*
- **Mathematics, MS** *Science and Mathematics*

A&M-Central Texas Experience

Our transition to a robust online program has come in waves

First Wave, 2011-2014

- Upgraded to new Blackboard 9.1
- Assign faculty leaders in each college as Online Coordinators
- Adopt Quality Assurance framework
    - Quality Matters (QM) & Online Learning Consortium (OLC)
- Create Policies
    - Training to Teach Online (pedagogy & technology)
    - Minimum Requirements (for all faculty to use the LMS, regardless of modality)
- Implement Faculty Development – facilitated by Online Coordinators and new Instructional Designer
    - use the LMS, apply the QM Rubric, develop online courses
- Develop Online Course Template
- Began conducting internal QM Peer Reviews and QM-related research

A&M-Central Texas Experience

Second Wave, 2017
- Transition to Canvas
- Transition/develop online courses and programs
  - For example: Aviation – in danger of ending, now flourishing online
- Implement additional training to support the shift: copyright, accessibility, online workload calculation, etc.
  - Workload calculators (at the end of this document)

Third Wave, 2019
- Renewed emphasis on Quality Matters – training and peer reviews, and ongoing research
- Application of improved technology to support accessibility, copyright, etc.

Best Practices

Quality Frameworks

- **Quality Matters** (QM) The mission of QM "is to promote and improve the quality of online education and student learning through the use of a quality assurance system and professional development." The QM [Higher Education Rubric](#) guides peer review of online and blended courses through a collaborative process that emphasizes continuous improvement.

Best Practices

Quality Frameworks & Effective Practice

- **Online Learning Consortium** (OLC) "a collaborative community of higher education leaders and innovators, dedicated to advancing quality digital teaching and learning experiences designed to reach and engage the modern learner – anyone, anywhere, anytime." The focus is on Quality Online Learning, based on the [Five Pillars of Quality Online Education](#): Learning Effectiveness; Faculty Satisfaction; Student Satisfaction; Scale; Access

Best Practices

Quality Frameworks

- **SACSCOC** provides [guidelines for Distance Education](). Of note is the critical role of faculty: "The faculty assumes primary responsibility for and exercises oversight of distance and correspondence education, ensuring both the rigor of programs and the quality of instruction." In addition the SACSCOC provides [Best Practices]() for Electronically Offered Degree and Certificate Programs.

Best Practices

Quality Frameworks

- **Texas Higher Education Coordinating Board** (THECB). "The Texas Higher Education Coordinating Board commends and encourages the development of online courses and programs that enhance access to higher education throughout the state of Texas. The Coordinating Board works closely with Texas colleges and universities as well as with ICUT (Independent Colleges and Universities of Texas) to ensure the high quality of distance education. To that end, all public institutions are required to certify that their distance education programs are in compliance with the Principles of Good Practice.
  - Texas Higher Education Coordinating Board, Committee on Academic and Workforce Success 9.18.19 agenda, scroll to page 111. A pdf copy with this presentation packet.

Best Practices

Research about online teaching and learning is abundant!

For example (just a few), check out these peer reviewed, academic journals for the latest research:

- *Online Journal of Distance Learning Administration*
- *Online Learning* Journal
- *The Journal of Educators Online*

And don't forget your discipline-specific journals for teaching and learning!

A few key points -
- improved student outcomes, focus on fewer courses at a time and emphasis on engagement
- quality depends more on individual instructor than on modality (context!)

Best Practices

A few examples from the abundant literature:

Austin, A. M., Gustafson, L. (2006). Impact of course length on student learning. *Journal of Economics and Finance Education, 5*(2), 26-37.

Hicks, W. L., (2014). Pedagogy in the twenty-first century: An analysis of accelerated courses in criminal justice. *Journal of Criminal Justice Education, 25*(1), 69-83.

McDonald, P. L., Harwood, K. J., Butler, J. T., Schlumpf, K. S., Eschmann, C. W., & Drago, D. (2018). Design for success: Identifying a process for transitioning to an intensive online course delivery model for health professions education. *Medical Education Online, 23*(1), 1415617.

Miller, J. L. & Varonis, E. (2017). Transitioning from Traditional to 8-Week Blended Delivery: A Case Study in Adult Education. *ICICTE Proceedings*, 271–284.

Fascinating look back at Austin Community College in 1998:

Austin Community College. (1998). Austin Community College eight-week course feedback survey: First eight-week session, fall 1998.

Best Practices

And don't forget about all the great resources for practical applications.

For example:
- *Faculty Focus*: Higher Ed Teaching Strategies from Magna Publications
- IDEA Papers Series; Category: Effective Use of Technology & Online Learning
- *The Chronicle of Higher Education;* Teaching Newsletter

Guides
- Salter, S. (May 16, 2016). Converting Courses for Accelerated Summer Sessions [Blog post].
- Rochester Institute of Technology, Designing Accelerated Courses
- Flipped Learning Network. (2014). The Four Pillars of F-L-I-P™
- University of Washington Bothell. Designing a Hybrid course

Best Practices

Workload calculators:

- "The [federal definition](#) of course credit hours assumes a minimum of "two hours of out-of-class student work per week for a semester hour." According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course."

- Barre, E. (July 11, 2016). [How much should we assign? Estimating out of class workload](#). Center for Teaching Excellence, Rice University.

    - Rice University's Course [Workload Estimator](#)

- Starenko, M. (February 2017). [Online course design: Time on task. Time on Task in Online Courses](#), 3(1). (Great example of a week of activities in a 16-week course)

- Powell, K., Helm, J. S., Layne, M., & Ice, P. (2012). [Quantifying online learning contact hours](#). Administrative Issues Journal: Education, Practice, and Research, 2(2), 80-93.

- Freeman, L. A. (Spring 2015). [Instructor Time Requirements to Develop and Teach Online Courses](#). Online Journal of Distance Learning Administration, 18 (1).

Best Practices

Responses to Jan. 6 Questions:

Where do we start when moving a course to a hybrid model?

1. Did we have a process? What is the first step? (see slides 6-7)

2. Did we have difficulty with faculty buy-in? Early adopters and Online Coordinators led the way, along with faculty members who welcomed the flexibility hybrid courses offer

3. How long does it take to convert modality or 8 weeks?

   a. Laresa Trusty worked with one faculty member to convert a full program of 15 courses from Face to Face modality to fully online modality; it took approximately a year and a half to do so.

   b. Determining a standard look and navigation method (a course template) initiated the process very well. The remaining challenge for the instructor was to be able to hand over the responsibility of reading the material to the student. He could not cover every nuance within a chapter in the lecture. Learning new ways to engage was a time consuming aspect. The instructor relied heavily on feedback from the students. Improvements to the courses continue.

4. Workload calculator (slide 15); Guides (slide 14)

Best Practices

Responses to Jan. 6 Questions (continued):

How do you know what parts to put in the classroom and what parts students complete online?

1. Consider which of your current activities are interactive and work best face to face. Those are the items that you would want to put into your face-to-face (f2f) class time. (see a few examples on slide 14)

2. In your online course content, indicate what activities should be completed before each class meeting as preparation

3. State expectations on what 'deliverable' each student should bring to the meeting (something that shows the work was done)

4. Post-meeting assignments can be submitted, to follow up on what students discovered about the material during the f2f session

5. Consider converting in-class instruction into short (< 5 minute) videos to introduce the expected takeaways of each unit (week, module, project, etc.). *NOTE: Check with your eLearning department about the new video service:* **VidGrid**©

Best Practices

Responses to Jan. 6 Questions (continued):

What is the best way to move a 16-week course to 8-weeks? (check out the guides, slide 14)

1. Start by focusing on outcomes: What your students should be able to do when they have finished the course.

2. Next consider your assessments: How you will be sure each student can do those things.

3. Once you have thought about 1 & 2, are there some topics that you taught in separate steps, that naturally work well together? Try combining those into a single unit (module, project, section…).

4. Are there assessments that can cover more than one topic without doubling the work output (and without doubling the amount of time required to grade them)?

Thank you!

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