

**The Online
Learning/Teaching
Environment:**



**Strategies for
Surviving,
Balancing
Expectations, &
Assuring Quality
Online**

breeze.sc.edu/cteevents

Overview

- Introduce three areas of online teaching and learning that impact faculty
- Provide descriptions of strategies and solutions
- Stimulate dialogue about ways to improve and enhance the experience
- Have you each generate ideas that you can use/apply immediately to your teaching and learning online

Operating Assertion

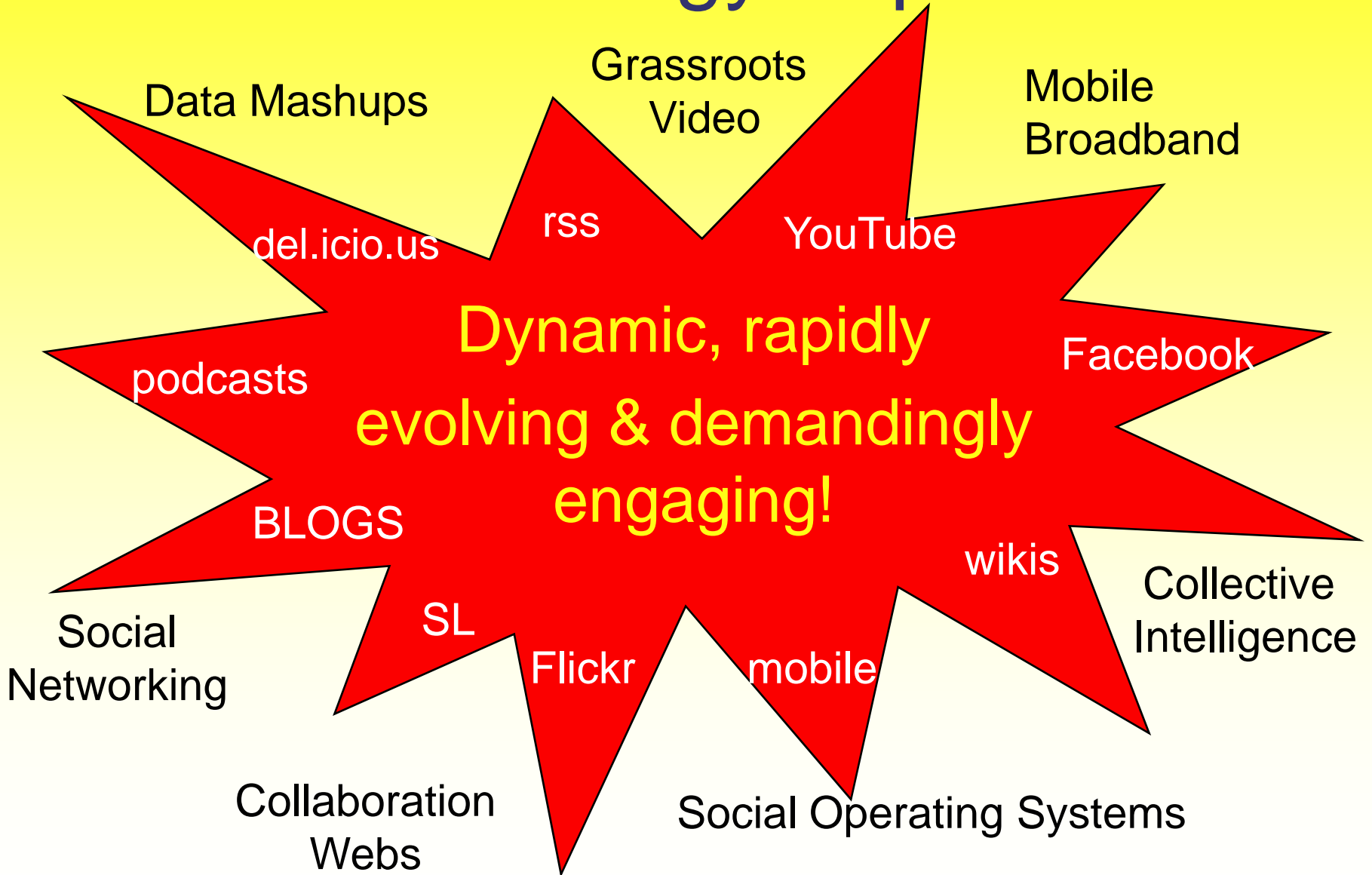
Faculty desire/strive to succeed
in what ever they do.

REVERSE is also true:
faculty hate to fail!

Teaching & Learning Online Context

- Increasing institutional expectation for online presence
- Effects of net-generation (demands of learners)
- Need the skills & competencies to succeed online
- Incoming skills/desires of online instructors
- Blurring of the lines between work/play
- The scholarship of online educational activities

Technology Impact



Pressure Points on Faculty

- Knowing where and how to start
- How to control and manage time demands
 - Surviving and thriving
- Knowing what's expected (and what's not)
 - performance expectations
- How to ensure quality of the online T&L experience
 - Quality assurance

Strategies for Helping Faculty Survive and Thrive Online

Real or perceived,
teaching online takes
significantly more
time than other
formats (such as
F2F)

Strategies for Managing the Online Workload (SMOW) Project Purpose

To identify and refine those strategies, techniques, and resources that enable faculty to manage their workload in the online teaching and learning environment.

Original SMOW Workload Categories

- **Authoring Strategies**
- **Teaching Strategies**
- **Revision & Improvement Strategies**
- **Institutional Strategies**
- **Support Strategies**

I. Authoring Strategies

- 1: Adopt a Course Development Model
WITH Learning Outcomes → Specific Activities
- 2: Identify and Acquire Existing Learning Resources
- 3: Establish and Distribute Reusable Templates
- 4: Provide Author with a Sample Online Course
- 5: Provide Specific Instruction for Assignments
- 6: Apply Project Planning and Management Methods to Course Development
- 7: Establish a Course Development Team
- 8: Design Balanced Instructional Activities
- 9: Finalize One Module or Unit before Developing Remainder of Course
- 10: Develop Rubrics for Each Graded Student Assignment
- 11: Create Learning Object Database
- 12: Think about what you like about F2F instruction and how that translates into OL learning/teaching
- 13: Have students of different abilities sit with the instructor and

II. Teaching Strategies

- 1: Determine Students' Technical Skills Prior to Registration
- 2: Provide a Detailed Syllabus
- 3: Define the Operating Parameters of the Course
- 4: Create Feedback Rubrics
- 5: Establish a Routine
- 6: Employ a LMS for Recording Course Transactions
- 7: Foster Group Dynamics
- 8: Begin the Course Activity with an Interaction
- 9: Establish Consistent, Effective, Methods of Electronic Communication
- 10: Shifting workload to the students (i.e., wikis)
- 11: Peer review
- 12: Understand, define and communicate expectations of university faculty and students

III. Course Revision & Improvement Strategies

- 1: Conduct Multiple Evaluations of Course
- 2: Conduct a Pilot Run or Initiate External Review
- 3: Manage the Revision Cycle
- 4: Manage Dynamic Course Elements
- 5: Invite Student Feedback at Close of Course
- 6: Develop and Maintain a Course History
- 7: Involve Original Course Author in Revision Process
- 8: Reward Students for Reporting Errors in Course
- 9: Faculty Assignment Consistency

IV. Institutional Strategies

- 1: Ensure Faculty Access to ID and Systems Support
- 2: Provide Adequate Faculty Development Opportunities
- 3: Provide Technical Support for Faculty and Students
- 4: Provide Adequate Learning Management System
- 5: Establish Institutional Parameters for Online Operation
- 6: Integrate Institutional Administrative Systems and Tools
- 7: Define Institutional Policies on Intellectual Property
- 8: Define Role of Online Education in the Institution Mission
- 9: Develop Institutional Policy for Compensating and Rewarding Faculty & Academic Units
- 10: Provide Copyright and Permissions Support and Policies
- 11: CTE or UTS have course modules available for faculty use
- 12: Provide faculty with handbook (i.e., copyright, resources)

SMOW Vodcast Project

- Collect 100 ideas from practitioners of how they save time while teaching online

Strategies for Managing the Online Workload
iTunesU

The Ten Commandments of Performance Expectations

Defining, sharing, refining

Group activity:

What would you define as a critical online instructor performance expectation?

Find 2-3 colleagues and discuss your top three commandments for online instructor behaviors?

Online Instructor Performance Expectations

- 1. Conduct the online class in a predictable and professional manner, adapting as appropriate to specific student needs and considerations.**
- 2. Monitor and support learner performance in order to enable student success.**
- 3. Establish and communicate patterns of course activity, including frequency of instructor access.**
- 4. Communicate changes and/or adjustments to course activities and flow.**
- 5. Provide timely student feedback to communications in order to maintain student progress.**
- 6. Provide clear, concise, and constructive feedback.**

Online Instructor Performance Expectations

- 7. Submit assignment and exam grades promptly.**
- 8. Post final student grades in compliance with established institutional policy.**
- 9. Use institutionally supported communications systems for all course-related student interaction.**
- 10. Monitor and maintain course quality across the learning system, including content and editorial accuracy as well as elements related to the design and operation of the learning event.**
- 11. Identify and establish relationships with institutional support services to ensure a quality online experience for both instructor and student.**
- 12. Maintain access to the online course via predictable and reliable technology.**

Quality Assurance in the Online Classroom

Based on Quality Matters©

PSU Online Quality Standards for Online Courses

- **STANDARD 1: Navigation**
 - The course has a consistent and intuitive navigation system enabling students to quickly locate course information and materials.
- **STANDARD 2: Student Orientation**
 - A course orientation is used to familiarize the students with the course.
- **STANDARD 3: Syllabus**
 - Students have easy access to a course syllabus which contains crucial course information and requirements they need to know about the course prior to starting.
- **STANDARD 4: Learning Objectives**
 - The course contains learning goals and objectives.

PSU Online Quality Standards for Online Courses

- **STANDARD 5: Learning Activities**
 - The course learning activities engage students and support the achievement of stated goals and learning objectives.
- **STANDARD 6: Learning Assessments**
 - Learning assessments are used to gather, analyze, and interpret evidence to determine how well student performance achieves the course goals and learning objectives.
- **STANDARD 7: Copyright Requirements**
 - The course adheres to the current University policies for the use of third-party copyrighted material or course instructors are able to provide evidence of appropriate copyright clearance.

PSU Online Quality Standards for Online Courses

- STANDARD 8: Instructor Response and Availability
 - Instructor response time and availability is clearly communicated to the student.
- STANDARD 9: Course Resource Requirements
 - Hardware, software, or specialized resources required are clearly communicated to the students.
- STANDARD 10: Technical Support
 - Information regarding access to technical support is clearly communicated to the students.

PSU Online Quality Standards for Online Courses

- **STANDARD 11: Accessibility Requirements**
 - The course adheres to University policies and guidelines regarding accessibility.
- **STANDARD 12: Course Improvement Plan**
 - There is a way to solicit feedback from students on an on-going basis to inform course improvement.
- **STANDARD 13: Course Functionality**
 - The course functions well without technical problems such as incorrect links, missing media files, etc.

Top 10 Lessons

Lessons learned along the way

...

Top 10 Lessons I've learned

- 10) Online changes the dynamics on several fronts
- 9) Mistakes are inevitable & recoverable
- 8) Requires a “It takes a team” spirit
- 7) Faculty can and do embrace change
- 6) The DE model is not for everyone-faculty and/or students

Top 10 Lessons I've learned

- 5) A course is never done, it's only due
- 4) Once conceived, birthed, and delivered, a course needs regular watering and feedback
- 3) Not much room to "wing it"
- 2) The "classroom" is a state of mind
- 1) Online learning can change what you know about teaching and learning

Thank you

LCR1@PSU.EDU

www.personal.psu.edu/lcr1