

EMPOWERING ONLINE TEACHING AND LEARNING VIA FACULTY DEVELOPMENT

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Introduction

- Background
 - About Montclair State University (MSU)
 - A Growing Number of Online/Hybrid Courses
- Online Initiatives
 - Fully Online Programs
 - Individual Online Courses



Development of Online Courses/Programs

- Online Course Development, the OCIA Model
 - Orientation
 - Content
 - Interaction
 - Assessment
- Process of Online Program Development
 - An Approval Process
 - Course Design Process
- Support of Individual Online Course Development



Current Faculty Development Practice

- LMS Training
- Summer Institute
- Winter Session Workshops
- 1-on-1 Support



An Experiential Approach Needed

- A growing number of online/hybrid courses
- New online program initiatives
- Current practices dichotomic and increasing demand for a comprehensive approach
- Growing need to experience online learning
- Need for a platform for faculty sharing and collaboration
- Need to reinforce consistency and quality



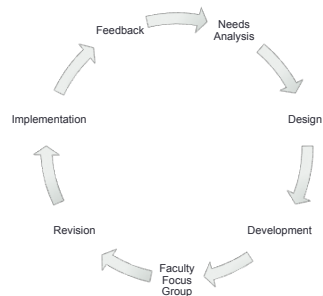
A New Approach to Faculty Development

A Six-Week and Cohort-based Online/Hybrid Course for Faculty

- Provides an overview of teaching and learning online
- Introduces online pedagogy and best practices
- Faculty learn about online teaching by taking an online course
- Project based, faculty start developing their own online course



Design & Development Process



Overview of Six Learning Units

- 1 • Introduction to Teaching and Learning Online
- 2 • Online Teaching Management Strategies
- 3 • Online Instruction and Interaction
- 4 • Online Learning Assessments
- 5 • Technology Support and Resources
- 6 • Reflection and Share



Unit 1: Introduction to Teaching & Learning Online

- I. What is Online Teaching?
 - Benefits
 - Online Student Demographics
- II. Differences Between Online and Face-to-Face Teaching and Learning Environments
 - Sense of Presence
 - Instructor & Students' Roles
 - Need for a Social Learning Community
 - Front-loaded Development Process
- III. Characteristics of Online Learners
 - Common Characteristics & Misconceptions
 - Characteristics of Successful Online Learners



Unit 2: Online Teaching Management

- I. Essential Elements of a High Quality Online Course
 - Quality Matters
 - An Online Course Model at MSU
 - Course Review Check List
- II. How to Manage an Online Course
 - Administer Online Courses
 - Guide Online Students and Manage Their Expectations
- III. Best Online Practices

Merrill's 8 Qualities: Clarity, Content, Interactivity, Variety, Autonomy, Community, Response, & Support



Unit 3: Online Instruction & Interaction

- I. Introduction to Online Instructional Strategies
- II. Creating and Facilitating Effective Two-Way Interactive Learning
 - Learner-Content
 - Learner-Learner
 - Learner-Instructor
 - Learner-Self



Unit 4: Assessment

- I. Introduction to Learning Assessments
- II. Assessment Types
 - Formative
 - Summative
- III. Assessment Best Practices (Tips and Rubrics)
- IV. Assessment Tools in Blackboard



Unit 5: Technology Resources

- I. Technology Resources
 - Technology Basics & University Supported Resources
 - University Support Services
 - Electronic Library Resources
- II. Accessibility and Copyright
 - Accessibility Guidelines
 - Copyright and Fair Use



Unit 6: Reflection

- I. FDP Participants Reflection
- II. Feedback on Quality Standards
- III. Next Steps



FDP Course

FDP Course

Implementation of FDP

- Process of Launching the Program
 - Six-week, Cohort Based
 - Online and Hybrid Options
 - Mandatory for Faculty in Online Degree Programs
 - Recommended for all Faculty
- Challenges
 - Limited Staff Resources
 - Logistic Concerns
 - FDP Participant Assessment (Pass/Fail)
 - FDP University-Wide Integration



Questions

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