Online Course Design: A Collaborative Approach

Montclair State University
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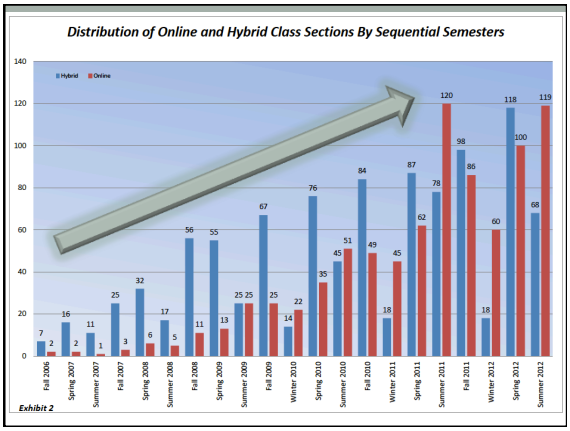
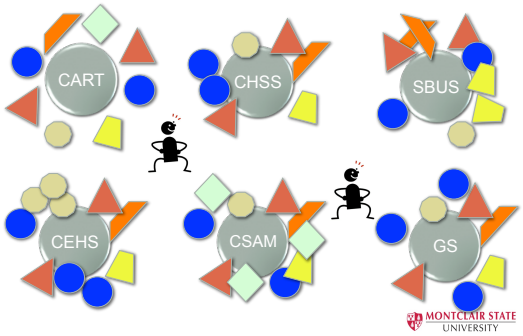


Growing Individual Online Courses



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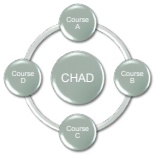
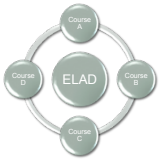
New Online Program Development



- MA in Child Advocacy
- Launch date: Spring 2013



- MA in Educational Leadership
- Launch date: Spring 2013

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Key Concerns and Questions

- How do we ensure high quality courses are developed?
- How do we maintain consistency across the university?
- How do instructional designers and faculty work together on course design?

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Course Design Standards

- The Quality Matters Rubric includes eight general standards:
  - Course Overview and Introduction
  - Learning Objectives (Competencies)
  - Assessment and Measurement
  - Instructional Materials
  - Learner Interaction and Engagement
  - Course Technology
  - Learner Support
  - Accessibility

- http://www.qmprogram.org/rubric

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Importance of Social, Interactive Learning

- Online learning should facilitate interaction
- Social, interactive learning is vital to cognitive development
- Higher-order learning originates and develops as interaction is built and enhanced

- Interaction types essential in online courses (Moore, 1989):
- Learner-content
- Learner-instructor
- Learner-learner
- Learner-self (Soo & Bonk, 1998)
- Learner-interface interaction (Hillman, Willis, & Gunawardena, 1994)

- There is a strong relationship between interaction, social presence and learning (Anderson, et al, 2001).

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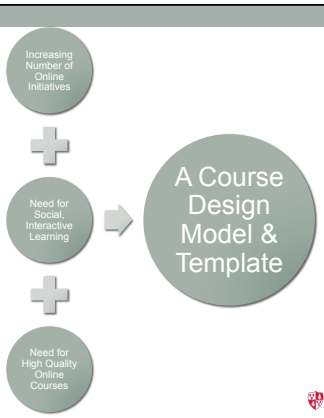

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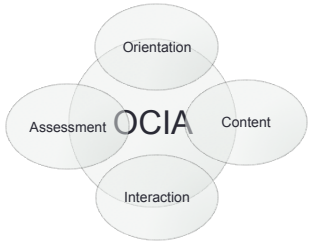
The Course Design Model



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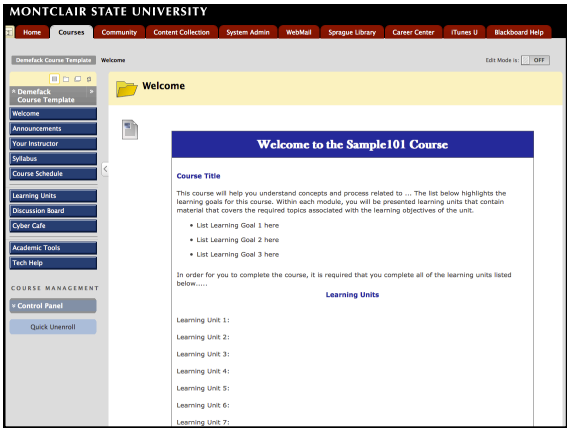
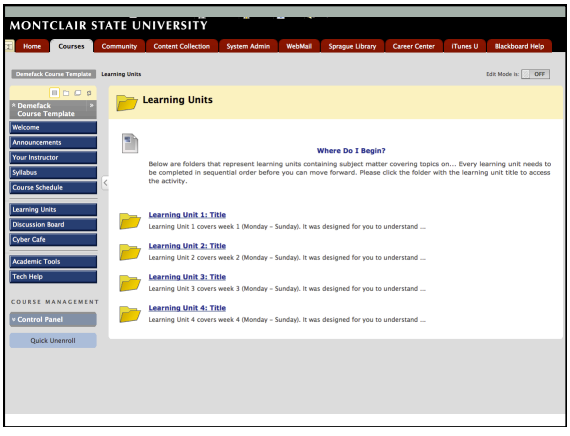
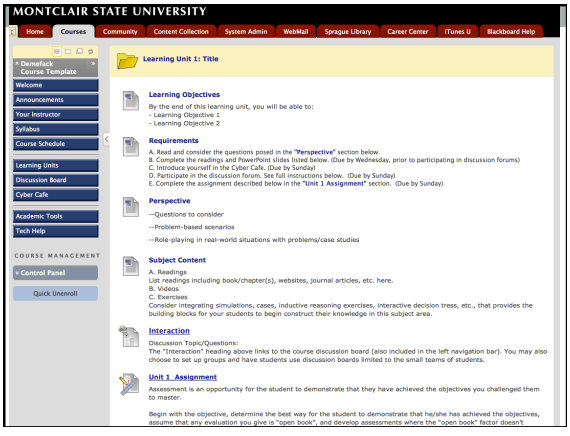
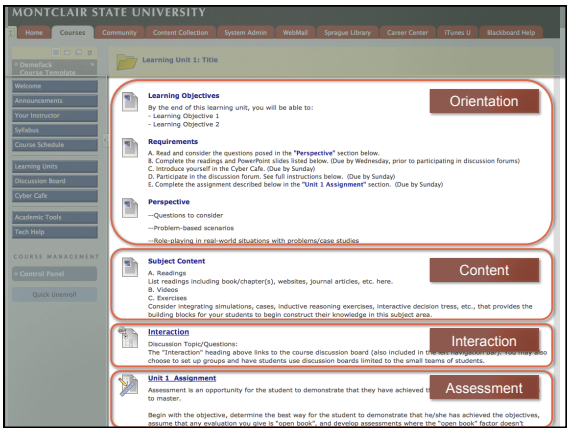
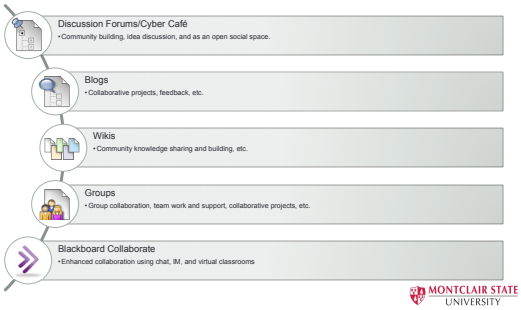








Technology Used to Support Social, Interactive Learning



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Instructional Strategies Used to Support Social, Interactive Learning

- Social discussion space – Cyber Café
- Virtual office hours
- Icebreakers and introductions
- Team based learning
- Case studies
- Problem solving
- Role playing

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Course Component Alignment

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The Course Design Process

- CCDs (Course content developing faculty members) work collaboratively with IDs (Instructional Designers)
- Map out a timeline for developing the course (generally over a 2 month period)
- Process begins with a meeting between CCD & ID to review course and discuss potential changes

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The Instructional Designer's (ID) Role

- Guiding faculty through the steps of course development
- Assisting faculty to identify learning objectives
- Advising on how to match instructional strategies to learning objectives
- Recommending appropriate technologies to enhance online instruction and learning activities
- Helping faculty develop assignments for different content areas
- Providing consistent, detailed responses to content development needs

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The Instructional Designer's (ID) Role

- Building courses using the Montclair template
- Designing and uploading the course components to the Learning Management System (LMS)
- Providing technical expertise on the presentation of course content and activities
- Ensuring that the overall design requirements are carried through to the completed course website

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Course Content Developing (CCD) Faculty Member's Role

- Working collaboratively with the Instructional Design team to consider recommendations and share course materials
- Mapping the course to the appropriate curriculum guide
- Chunking the course content into different learning units
- In collaboration with the Instructional Designer, developing content, activities and assessment using the university OCIA model
- Creating critical-thinking and problem-solving opportunities for students through assignments, discussion questions, interaction, etc.

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Course Content Developing (CCD) Faculty Member's Role

- Identifying areas of concerns (i.e., challenging course content) for which meaningful learning interactions are designed.
- Providing all materials needed for the course
- Providing feedback to the Instructional Designer
- Meeting deadlines for the delivery of needed materials and feedback by the time line agreed upon at the beginning of the design process
- Providing a final review and approval of the course in the Learning Management System

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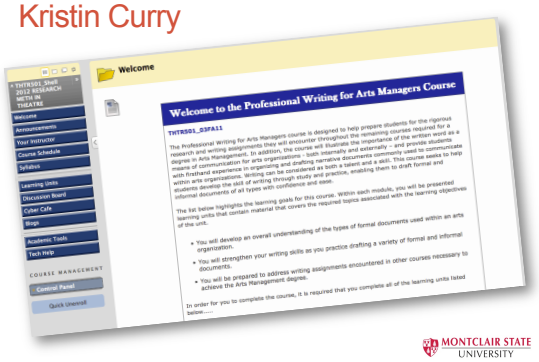
Kristin Curry



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Experiences with the Design Process

Using the Blackboard System

- Take advantage of training (in –person & online)
- Practice makes (sort of) perfect!

Design Process and Deadlines

- Be realistic
- Schedule and reschedule as needed
- Just get it done!

Working with the Course Template

- Blueprint for Design
- Structure for students
- Grade Center (eureka!)

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Interactive, Meaningful Activities

- Fun with Course Content (audio, video, visuals)
- Blogging and Role Playing
- Assignment Swapping
- Perspectives / Discussion Forums
- Collaborative Assignments

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Reflections for the Future

- Groups and wikis for enhanced group projects
- Synchronous tools such as Skype, or Elluminate
- Enhanced use of blogs
- Reinforcement exercises (i.e. interactive tests for grammar & punctuation)
- Video based interviews with arts leaders and managers

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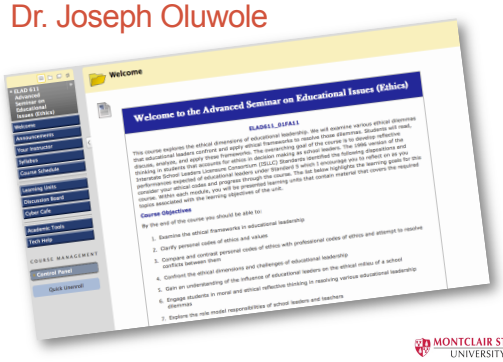
Dr. Joseph Oluwole



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Overview

- A case-based course
- Students are expected to apply their understanding of a framework to many complex situations
- Emphasis on fostering student leadership and self-reflection skills

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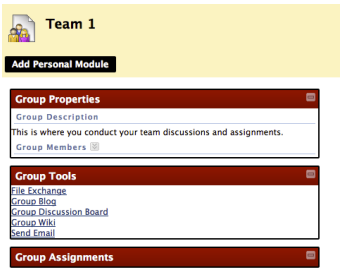
Team-Based Learning



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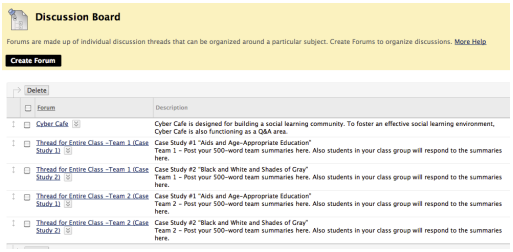
Case Studies



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Peer-to-Peer Interaction

- Use of cyber café and ice breakers
- Improvements in student writing
- Fosters deeper understandings (esp. for struggling students)
- Small teams work best to foster a sense of community
- Combination of small group vs. whole class discussions

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Next Steps, Reflections

- Set clear expectations for instructor to student feedback
- Showcase exceptional student work to encourage other students
- How to address the "free rider" problem
- Use of synchronous tools for online debates, team building and small group work

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Questions

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- Kristin Curry: kcurry21@yahoo.com

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