

2011

## TRANSFORMING ONLINE COURSE DESIGN THROUGH AN INNOVATIVE SYMPOSIUM FORMAT

---


Montclair State University  
 Dr. Yanling Sun, Director of Technology Training & Integration  
 Dr. Jea Ahn, Instructional Designer  
 Carolyn Demefack, Instructional Designer



2011

## Abstract


Montclair State University provided an institute for online teaching and learning for faculty who are interested in online teaching. During the 2011 Summer Institute for Online Teaching and Learning, faculty were taught new technology tools, Blackboard functions, and online teaching pedagogy. The Technology Training and Integration (TTI) team added instructional design workshops to the symposium. The intention of the ID workshop was to connect and implement symposium materials into their current or future online course design. Using a Blackboard template for their new course design helped to accomplish this goal.



2011


## Background

MSU offered over 300 online classes in the 2010-2011 academic year. In the upcoming school year, MSU will start to offer complete online programs. It is also necessary, however, to offer a structured online course format for each online program. The Technology Training and Integration (TTI) team developed and utilized a research-based template for Blackboard online courses.



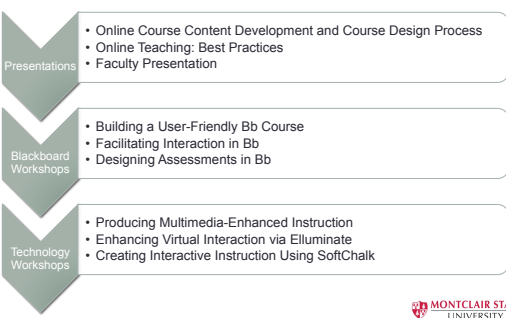
2011

The Main Concern	Solution
When implementing new online programs and courses, one of the major concerns is the quality of the online teaching and learning.	To address this issue during the institute, TTI decided to incorporate the new Blackboard template with the instructional design workshops through the annual summer institute. During the instructional design workshops, faculty not only learned online teaching pedagogy and technology tools, but also how to integrate them into their online courses.




2011

## Previous Summer Institute Program

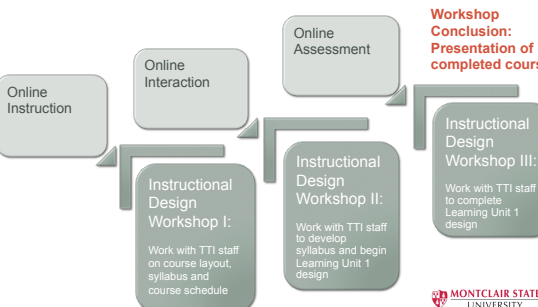


- Presentations**
  - Online Course Content Development and Course Design Process
  - Online Teaching: Best Practices
  - Faculty Presentation
- Blackboard Workshops**
  - Building a User-Friendly Bb Course
  - Facilitating Interaction in Bb
  - Designing Assessments in Bb
- Technology Workshops**
  - Producing Multimedia-Enhanced Instruction
  - Enhancing Virtual Interaction via Elluminate
  - Creating Interactive Instruction Using SoftChalk




2011

## New Summer Institute Program




- Online Instruction
- Online Interaction
- Online Assessment
- Workshop Conclusion: Presentation of completed course
- Instructional Design Workshop I: Work with TTI staff on course layout, syllabus and course schedule
- Instructional Design Workshop II: Work with TTI staff to develop syllabus and begin Learning Unit 1 design
- Instructional Design Workshop III: Work with TTI staff to complete Learning Unit 1 design




2011

## Online Instruction (Day 1)




2011

## Online Interaction (Day 2)



2011


## Online Assessment



2011

## The 2011 Summer Institute Schedule: - Day 1


June 20 Monday	Activities (University Hall 5 <sup>th</sup> Floor)			
9:30-10:00am	Breakfast			
10:00-10:15am	Introduction			
10:15-11:00am	Online Program Development at MSU <i>Dr. Joanne Cole-Bonanno, Associate Provost</i>			
11:00am-12:00pm	Online Course Content Development and Course Design Process			
12:00-1:00pm	Lunch			
1:00-2:00pm	CHAD Online Certificate Program Showcase			
2:00-2:10pm	Break			
	<b>Workshops for Online Instruction</b>			
	UN5009	UN5011	UN5013	UN5018
2:10-3:00pm	Creating Interactive... Instruction Using SoftChalk (J. Ahn)	Building a User-Friendly Bb Course (C. Volpe)	Voice in Your Instruction (P. Fallivene)	Producing Multimedia- Enhanced Instruction (S. Li)
3:00-3:30pm	<b>Instructional Design Workshop I</b> Work with TTI staff on course layout, syllabus and course schedule			



2011

## The 2011 Summer Institute Schedule: Day - 2


June 21 Tuesday	Activities (University Hall 5 <sup>th</sup> Floor)			
9:30-10:00am	Breakfast			
10:00-10:30am	Faculty Presentation			
10:30-11:30am	Online Teaching: Best Practices			
11:30am-12:15pm	<b>Instructional Design Workshop II:</b> Work with TTI staff on Learning Unit 1			
12:15-1:00pm	Lunch			
	<b>Workshops for Online Interaction</b>			
	UN5009	UN5011	UN5013	UN5018
1:00-2:00pm	Voice-Embedded Interaction in Bb (P. Scioscia)	Facilitating Interaction in Bb (C. Volpe)	Collaboration via Google Docs (C. Demefack)	Enhancing Virtual Interaction via Eduminate (S. Li)
2:00-2:15pm	Break			
2:15-3:30pm	<b>Instructional Design Workshop III:</b> Work with TTI staff to continue Learning Unit 1 and/or start Learning Unit 2			



2011

## The 2011 Summer Institute Schedule: Day - 3

June 22 Wednesday	Activities (University Hall 5 <sup>th</sup> Floor)			
9:30-10:00am	Breakfast			
10:00-10:45am	Faculty Presentation			
10:45-11:00am	Break			
11:00am-12:00pm	<b>Instructional Design Workshop IV:</b> Work with TTI staff on Learning Unit 1 and/or Learning Unit 2			
12:00-12:45pm	Lunch			
	<b>Workshops for Online Assessment</b>			
	UN5009	UN5011	UN5013	UN5018
12:45-1:45pm	Designing Assessments in Bb (C. Volpe)	Authentic Learning Outcomes with ePortfolio (P. Fallivene)	Inquiry-Oriented Assessment via WebQuest (C. Demefack)	Creating Interactive Exercises Using SoftChalk (J. Ahn)
1:45-2:00pm	Break			
2:00-2:45pm	<b>Instructional Design Workshop V:</b> Work with TTI staff to complete Learning Units 1 and/or Learning Unit 2			
2:45-3:30pm	Show and Tell			



2011

## Narrative Description of the Workshop Process

Each faculty group developed a new course or redesigned an existing course based on the new template. Each day of the ID workshop was dedicated to different aspects of pedagogy and technology. For instance, the first day of the institute was an overview of online courses and programs, online course content development and the course design process, and provided workshops for online instruction. The first ID workshop focused on the function of template design and preparing for the upcoming workshops, during which it was necessary to create a course schedule and design the first learning unit.



2011

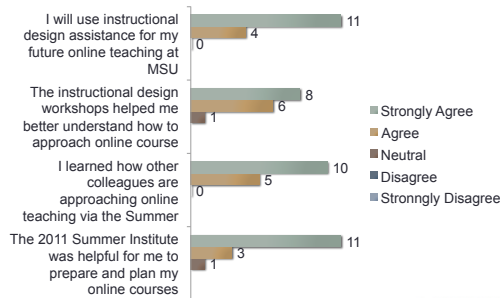
## Outcome: According to a Post-Symposium Survey

At the end of symposium, faculty shared their new online course. Some of them compared their newly-redesigned Blackboard courses to their previous courses. Most participants were able to integrate the template into their new course easily. The majority of faculty members were satisfied with the integration of technology workshops with instructional design workshops.



2011

## Post Survey Reflections I



2011

Questions	Agree/Strongly Agree Percentage (%)
1. The 2011 SI was helpful for me to prepare and plan my online courses	95%
2. The events program (faculty presentations, tech workshops, and instructional design workshops) was designed in a logic way	88%
3. The SI helped me build up my comfort level with online teaching	88%
4. I learned how other colleagues are approaching online teaching via the SI	100%
5. The technology workshops was helpful for me to design online instruction, interaction and assessment	87%
6. I like the hands-on activities when working with a small group of participants and an instructional design facilitator	82%
7. I learned via the SI, how an instructional designer can assist me with my online courses	82%
8. I will use instructional design assistance for my future online teaching at MSU	100%
9. I will recommend the instructional design service to my colleagues	95%
10. The ITI staff are very helpful	100%



2011

## Post Survey Reflections II

- I liked the opportunity to think about my own courses and have time to consult with the OIT consultant leader. It helped facilitate my ability to think about online courses since I was actually working on it (rather than being given a whole bunch of workshops and then go figure it out for yourself at home after you've forgotten half the information.) Building in time for faculty to try things themselves with the OIT staff right there for guidance is really important and helped make the Summer institute very effective.
- Opportunities to hear from colleagues and how they have transformed their perspectives on teaching as a result of learning to teach online.



2011

## Post Survey Reflections III

- It gave me not only insights and tips about building an online course, but the workshop also provided me with ideas regarding the face-to-face courses I'm teaching.
- I liked the sample demonstrations of what faculty were doing at the end. Possibly doing that once on the second day could have been helpful too to give faculty ideas from their peers and then they would still have time to ask the OIT instructor questions if they wanted to do a similar thing. Overall, it was an effective summer institute that I found useful.



2011

## Questions

Contact us at:

- Dr. Yanling Sun: [suny@mail.montclair.edu](mailto:suny@mail.montclair.edu)
- Dr. Jea Ahn: [ahnj@mail.montclair.edu](mailto:ahnj@mail.montclair.edu)
- Carolyn Demefack: [demefackc@mail.montclair.edu](mailto:demefackc@mail.montclair.edu)

