

Pedagogy First, Course Design and Training to Follow

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About Montclair State University

- Public, State institution
- 6 colleges/schools
- Apx. 18,000 undergraduate and graduate students
- LMS: Blackboard



Distribution of Online and Hybrid Class Sections By Sequential Semesters

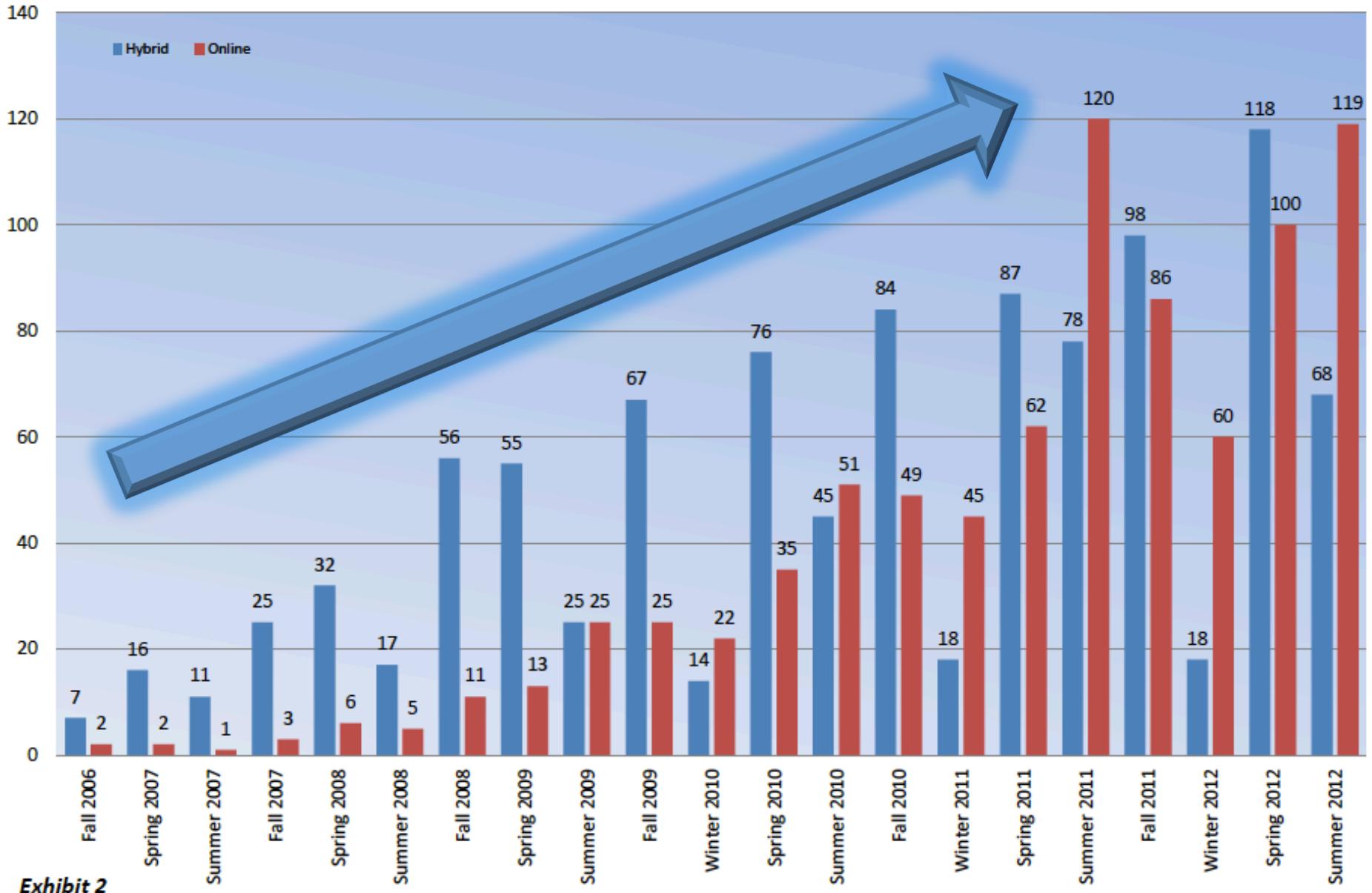


Exhibit 2

Economical
Education

Quality and
Flexibility

Self-directed
Learning Opportunity

Access

What do Online Students Expect?

- Excellent quality online instruction
- Clearly defined student assignments
- Faculty responsive to student needs
- Timely feedback from faculty about student progress



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F2F to Online Shift

F2F	Online
Class hours and a classroom	Flexible time and space
Flexible prep time	Front loaded design process
Physical Presence	Online Presence
More interpersonal communication	Instructions must be explicit in writing, audio or video
“Sage on the stage”	“Guide on the side”
Instructor and students facilitate social interaction	Instructor and students leverage technology to facilitate social interaction
Instructor feedback provided, as needed	Frequent instructor feedback is critical

Course Design Standards

The Quality Matters Rubric includes eight general standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

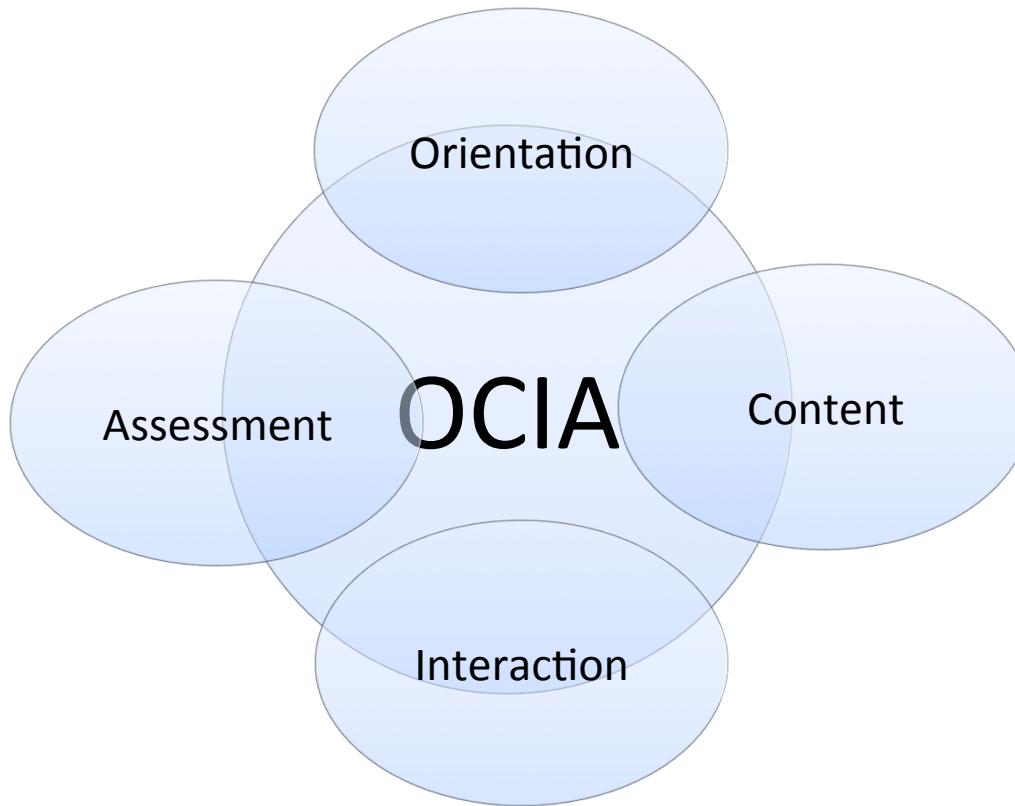


The Quality Matters Rubric Standards 2011-2013 edition with Assigned Point Values. The rubric is organized into eight categories: Course Overview and Introduction, Learning Objectives (Competencies), Assessment and Measurement, Instructional Materials, Learner Interaction and Engagement, Course Technology, Learner Support, and Accessibility. Each category contains several items with point values ranging from 1 to 3.

Standards		Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components. 1.2 Students are introduced to the purpose and structure of the course. 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly. 1.4 Course and institution policies and procedures that the student is expected to comply with are clearly stated, or a link to current policies is provided. 1.5 Required knowledge in the discipline and/or any requirements or prerequisites are clearly stated. 1.6 Minimum technical skills expected of the student are clearly stated. 1.7 The self-introduction by the instructor is appropriate and available online. 1.8 Students are asked to introduce themselves to the class.	3 3 2 2 1 1 1 1
Learning Objectives (Competencies)	2.1 The course learning objectives describe outcomes that are measurable. 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 2.3 All learning objectives are stated clearly and within from the students' perspective. 2.4 Instructions to students on how to meet learning objectives are adequate and stated clearly. 2.5 The learning objectives are appropriately designed for the level of the course.	3 3 3 3 3
Assessment and Measurement	3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. 3.2 The course grading policy is stated clearly. 3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. 3.5 Students have multiple opportunities to measure their own learning progress.	3 3 3 2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 4.3 All resources and materials used in the course are appropriately cited. 4.4 The instructional materials are current. 4.5 The instructional materials present a variety of perspectives on the course content. 4.6 The distinction between required and optional materials is clearly explained.	3 3 2 2 1 1
Learner Interaction and Engagement	5.1 The learning activities promote the achievement of the stated learning objectives. 5.2 Learning activities provide opportunities for interaction that support active learning. 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 5.4 The requirements for student interaction are clearly articulated.	3 3 3 2
Course Technology	6.1 The tools and media support the course learning objectives. 6.2 Course technologies and distance management tools guide the student to become an active learner. 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. 6.4 Students can readily access the technologies required in the course. 6.5 The course technologies are current.	3 3 3 2 1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. 7.2 Course instructions articulate or link to the institution's accessibility policies and services. 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services. 7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.	3 3 2 1
Accessibility	8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. 8.2 The course contains equivalent alternatives to auditory and visual content. 8.3 The course design facilitates readability and minimizes distractions. 8.4 The course design accommodates the use of assistive technologies.	3 2 2 2

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

MSU's Course Design Model





Welcome



Welcome to the Sample101 Course

Course Title

This course will help you understand concepts and process related to ... The list below highlights the learning goals for this course. Within each module, you will be presented learning units that contain material that covers the required topics associated with the learning objectives of the unit.

- List Learning Goal 1 here
- List Learning Goal 2 here
- List Learning Goal 3 here

In order for you to complete the course, it is required that you complete all of the learning units listed below.....

Learning Units

Learning Unit 1:

Learning Unit 2:

Learning Unit 3:

Learning Unit 4:

Learning Unit 5:

Learning Unit 6:

Learning Unit 7:



Demefack Course Template

Learning Units

Edit Mode is: OFF



Learning Units



Where Do I Begin?

Below are folders that represent learning units containing subject matter covering topics on... Every learning unit needs to be completed in sequential order before you can move forward. Please click the folder with the learning unit title to access the activity.



Learning Unit 1: Title

Learning Unit 1 covers week 1 (Monday – Sunday). It was designed for you to understand ...



Learning Unit 2: Title

Learning Unit 2 covers week 2 (Monday – Sunday). It was designed for you to understand ...



Learning Unit 3: Title

Learning Unit 3 covers week 3 (Monday – Sunday). It was designed for you to understand ...



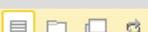
Learning Unit 4: Title

Learning Unit 4 covers week 4 (Monday – Sunday). It was designed for you to understand ...

Quick Unenroll

Learning Units

- One week of learning activities contains all the elements a student needs to achieve the learning outcomes.
- Guides learners through a sequence but flexible in supporting students' preferences
- Contains Learning Objectives, Unit Requirements, Perspective, Subject Content, Interaction, and Assessment.
- Offers consistency between courses

**Demefack
Course Template**[Welcome](#)[Announcements](#)[Your Instructor](#)[Syllabus](#)[Course Schedule](#)[Learning Units](#)[Discussion Board](#)[Cyber Cafe](#)[Academic Tools](#)[Tech Help](#)**COURSE MANAGEMENT**[Control Panel](#)[Quick Unenroll](#)**Learning Unit 1: Title****Learning Objectives**

By the end of this learning unit, you will be able to:

- Learning Objective 1
- Learning Objective 2

**Requirements**

- A. Read and consider the questions posed in the "**Perspective**" section below.
- B. Complete the readings and PowerPoint slides listed below. (Due by Wednesday, prior to participating in discussion forums)
- C. Introduce yourself in the Cyber Cafe. (Due by Sunday)
- D. Participate in the discussion forum. See full instructions below. (Due by Sunday)
- E. Complete the assignment described below in the "**Unit 1 Assignment**" section. (Due by Sunday)

**Perspective**

- Questions to consider
- Problem-based scenarios
- Role-playing in real-world situations with problems/case studies

**Subject Content**

- A. Readings

List readings including book/chapter(s), websites, journal articles, etc. here.

- B. Videos

- C. Exercises

Consider integrating simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

**Interaction**

Discussion Topic/Questions:

The "Interaction" heading above links to the course discussion board (also included in the left navigation bar). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

**Unit 1 Assignment**

Assessment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.

Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, assume that any evaluation you give is "open book", and develop assessments where the "open book" factor doesn't



Learning Unit 1: Title

^ Demeback
Course Template

Welcome

Announcements

Your Instructor

Syllabus

Course Schedule

Learning Units

Discussion Board

Cyber Cafe

Academic Tools

Tech Help

COURSE MANAGEMENT

▼ Control Panel

Quick Unenroll

Learning Objectives

By the end of this learning unit, you will be able to:

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Perspective

- Questions to consider
- Problem-based scenarios
- Role-playing in real-world situations with problems/case studies

Orientation

Subject Content

- A. Readings

List readings including book/chapter(s), websites, journal articles, etc. here.

- B. Videos

- C. Exercises

Consider integrating simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Content

Interaction

Discussion Topic/Questions:

The "Interaction" heading above links to the course discussion board (also included in the left navigation bar). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

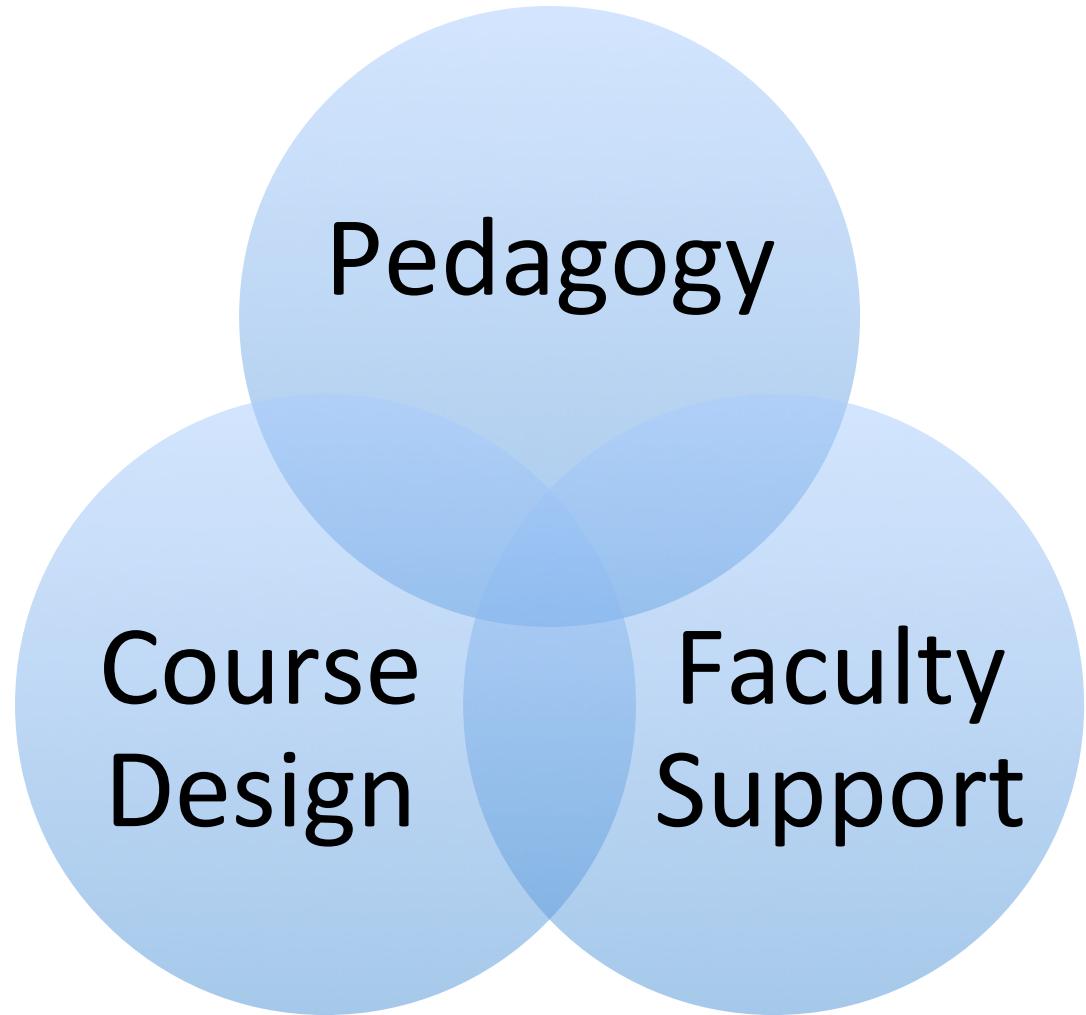
Interaction

Unit 1 Assignment

Assessment is an opportunity for the student to demonstrate that they have achieved the objectives to master.

Assessment

Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, assume that any evaluation you give is "open book", and develop assessments where the "open book" factor doesn't



Faculty Support

- Face to Face Workshops & Online Workshops
- Annual Summer Institute for Online Teaching & Learning
- 1-on-1 Training
- Web Resources
- Faculty Development Program (4 week online course)

Shift in Training Model

Old Approach-Technology Focused

- Intro to Blackboard
- Advanced Blackboard

New Approach-Pedagogy Focused

- Building a Student-Friendly Online Course
- Facilitating Interaction Online
- Designing Assessments Online
- Transforming a face to face course to an Online/Hybrid course
- Assessing learning through scoring rubrics

*Facilitated online and face-to-face

New Training Website

The screenshot shows the homepage of the Technology Training & Development Services website. At the top, there is a navigation bar with links for Overview, Training & Development, Events, Blackboard, Technology Toolkit, and Contact Us. A search bar is also present. The main header features the university's crest and the text "Technology Training & Development Services". Below the header, there is a large graphic of books and a tablet displaying a video of two people. The central title "TRAINING & DEVELOPMENT" is displayed in large, bold, orange letters. A red banner below the graphic contains the text "Training & Development". To the right, there is a sidebar titled "Announcements" featuring a cartoon character holding a megaphone. Below the character, there is a notice about monthly system maintenance. There are also sections for "Tech Tips" (with a link to "Word 2010 – Making Repetitive Tasks Quicker Using Autotext") and a "Training Calendar" (showing an event for May 22, 2012).

Montclair State University

Technology Training & Development Services

OVERVIEW TRAINING & DEVELOPMENT EVENTS BLACKBOARD TECHNOLOGY TOOLKIT CONTACT US

Search

Training & Development

TRAINING & DEVELOPMENT

Overview

Welcome to the Technology Training & Development Services website! It is our continued commitment to provide quality technology training and support services to our campus community, thus enabling our faculty, staff and students to effectively integrate technology into the teaching and learning environment and our administrative operating units. We achieve this mission by offering a wide variety of training opportunities (both face-to-face and online), faculty development programs, customized group training, consultation services and supportive web enhanced documentation. We remain highly focused on providing quality instruction demonstrating "Best Use" principles that enhance the teaching and learning environment at Montclair State University.

The Technology Training & Development Services website includes information and resources regarding training workshops, supportive documentation/resources and information regarding upcoming faculty/staff events.

Announcements

Notice: Information Technology will be performing monthly Bb system maintenance the last Thursday (11pm-12am) of each month. The maintenance for May and June are scheduled for May 31 and June 28. [MORE...](#)

Tech Tips

[Word 2010 – Making Repetitive Tasks Quicker Using Autotext](#)

Have you ever been working in Microsoft Word and found that you often use the same content throughout multiple documents? [MORE...](#)

Training Calendar

MAY 22 Tue ■■■■■ 12:30 pm Designing Assessments in Blackboard ONLINE

Summer Institute 2012



The 2012 TTI Summer Institute takes a comprehensive and systematic approach to the design and development of online courses. It coaches faculty through the process of instructional design, introduces strategies for building online collaboration, and discusses methodologies for creating instructional activities and learning assessments. The Institute is committed to promoting active learning, facilitating integrative collaboration, building effective online learning assessment, and developing successful online course management skills. This event demonstrates instructional technologies that can be integrated into online courses to facilitate online learning. It also provides an opportunity for faculty to share experiences and work on an online course with individual consultation provided by our Technology Training and Integration (TTI) staff.

All Summer Institute participants are enrolled into the [Blackboard](#) course, "TTI Summer Institute 2012 Workshops". Please log into the course for the workshop resources and documentation.



How the Summer Institute Works:



The Summer Institute will offer a broad range of perspectives on online and hybrid course design and teaching. Participants will learn about online program development at MSU and hear from faculty who have experience teaching online courses, are in the process of developing an online course, or who have effectively integrated technologies into teaching. Practical resources and information will be provided to participants regarding online course planning/analysis, design, development, implementation and evaluation. There will also be an opportunity to participate in relevant workshops and presentations focused on effective online instruction, interaction and assessment. Each day offers opportunities to collaborate and learn from colleagues as well as benefit from TTI's team of instructional designers and trainers as participants develop their own online or hybrid

Annual Summer Institute

Day 1: Online Instruction

June 18 Monday	Activities (University Hall 5 th Floor)			
9:30-10:00	Breakfast			
10:00-10:30	Welcome and Introduction			
10:30-11:00	MSU's Online Course Design Model and Resources			
11:00-11:45	Faculty Presentation			
11:45-12:45	Lunch & Learn: Building a Student-Friendly Bb Course			
12:45-1:45	Workshops for Online Instruction			
	UN5009	UN5011	UN5013	UN5018
	“Creating & Publishing Interactive Instructional Material Using Web 2.0 Technologies”	“Let Thy Voice Be Heard: Incorporating Podcasting in Teaching and Learning”	“We All Have a Story to Tell: Digital Storytelling and Role Playing Applications”	“Stand & Deliver: Integrating Video into Your Course”
1:45-2:00	Break			
2:00-2:30	Online Course Content Development and Course Design Process			
2:30-3:30	Instructional Design Workshop I			

Annual Summer Institute

Day 2: Online Interaction & Collaboration

June 19 Tuesday	Activities (University Hall 5 th Floor)			
9:30-10:00	Breakfast			
10:00-10:45	Faculty Presentation			
10:45-11:00	Break			
11:00-11:45	Virtual Teamwork & Social Presence			
11:45-12:45	Lunch			
12:45-1:30	Facilitating Online Interaction in a Bb Course			
	Workshops for Online Interaction & Collaboration			
	UN5009	UN5011	UN5013	UN5018
1:30-2:30	“Virtual Office Hours: Using Instant Messaging and Video Conferencing Tools to Meet Students’ Needs”	“The Power of Voice: Learn How to Easily Integrate Voice Discussions in Your Class”	“Leveraging the Power of Cloud Computing”	“See You There! Leveraging the Power of a Live/Online Classroom Using Bb Collaborate”
2:30-3:30	Instructional Design Workshop II			

Annual Summer Institute

Day 3: Online Assessment

June 20 Wednesday	Activities (University Hall 5 th Floor)			
9:30-10:00	Breakfast			
10:00-10:30	Faculty Presentation			
10:30-11:45	Faculty-led iPad Workshop			
11:45-12:15	Best Practices for Accessible Online Course Design			
12:15-1:00	Lunch & Learn: Best Practices in Designing Assessments in Bb			
1:00-1:45	Workshops for Online Assessment			
	UN5009	UN5011	UN5013	UN5018
	“iPad Hands-on Exploration”	“Authentic Learning Outcomes with ePortfolios”	“Assessing Learning Through Scoring Rubrics”	“A Penny for Your Thoughts: Useful Polling & Surveying Tools”
	Instructional Design Workshop III			
1:45-2:30				
2:30-3:30	Show and Tell			

New Instructional Design Services Website

Becoming a Successful Online Learner



A Guide to Becoming a Successful Online Learner

OVERVIEW ARE YOU READY? COURSES AT MSU GETTING STARTED TIPS FOR SUCCESS RESOURCES & SUPPORT [f](#) [t](#)



OVERVIEW

This guide is designed to help you understand what online learning is like and provide you with some tips on how to succeed in online courses.

See below for more information...

Are you considering taking an online or hybrid course for the first time? Have you enrolled in one but need guidance on how to get started? You have come to the right place. This website is a guide for students interested in taking online or hybrid courses at Montclair State University and wishing to learn more about what they are like. It provides essential information for students to get prepared for taking online courses.

Online learning is different from face-to-face learning in many ways. Students can generally attend an online class at anytime, from anywhere. Although there are deadlines, and there may be online meetings, online courses offer much more flexibility than face-to-face courses. Instead of face-to-face communication, students are likely to use email, discussion boards, blogs, and or other communication tools.

This guide is designed to help you understand what online learning is like and provide you with some tips on how to succeed in online courses. This website includes the following sections:

- * [Are You Ready? Is Online Learning Right for You?](#)
- * [Online & Hybrid Courses at MSU](#)
- * [Getting Started](#)
- * [Tips for Success](#)
- * [Resources & Support](#)

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Faculty Spotlight



The screenshot shows the homepage of the Montclair State University Technology Training & Development Services website. At the top left is the university's crest logo. To its right, the text "MONTCLAIR STATE UNIVERSITY" is written vertically. The main title "Technology Training & Development Services" is displayed prominently in a large, white, serif font against a blue header bar. Below the header is a navigation menu with links for "OVERVIEW", "TRAINING & DEVELOPMENT", "EVENTS", "BLACKBOARD", "TECHNOLOGY TOOLKIT", and "CONTACT US". A search bar with a magnifying glass icon is located on the right side of the menu. The main content area features a grid of eight faculty portraits arranged in two rows of four. Below this grid is a red banner with the text "Faculty Spotlight" and a series of small circular dots indicating a scrollable list. To the right of the main content is a sidebar titled "Announcements" featuring a cartoon character of a blue and red robot holding a megaphone.

MONTCLAIR STATE UNIVERSITY

Technology Training & Development Services

OVERVIEW TRAINING & DEVELOPMENT EVENTS BLACKBOARD TECHNOLOGY TOOLKIT CONTACT US

Search

Faculty Spotlight

Announcements

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Empowering Online Teaching and Learning: Faculty Development (4 Units)

Welcome

Announcements

Your Instructor

Syllabus

Course Schedule

Learning Units

Resources

Cyber Cafe

Academic Tools

Tech Help

COURSE MANAGEMENT

Control Panel

Content Collection

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

Packages and Utilities

Welcome

Welcome to the Faculty Development Program

Empowering Online Teaching and Learning

Introduction to the Program

Teaching online can be both challenging and rewarding. The online teaching environment provides a unique set of possibilities and challenges when compared to the traditional in-classroom face-to-face environment. Before teaching online for the first time, faculty often have questions like: "How and where do I begin," "What does a quality online course consist of?" and "What does a quality online course look like?"

This faculty development program is intended to provide faculty with an overview of teaching and learning online, an introduction of various pedagogical considerations, an orientation of the best online practices, and provide a guideline for integrating appropriate instructional technologies to facilitate online (include hybrid) teaching and learning. These components are necessary to offer a quality online learning experience for students. They are applicable for both online and hybrid courses. This program includes the following six learning units:

Learning Units

Unit 1: Introduction to Teaching and Learning Online

Unit 2: Online Teaching Management Strategies

Unit 3: Online Instruction and Interaction

Unit 4: Online Learning Assessments

Participation in this program is highly recommended for all faculty members who will be teaching in a fully online degree program for the first time at Montclair State University. All faculty who intend to teach individual online and/or hybrid courses are also encouraged to participate in the program.

Questions

- Pam Fallivene: fallivenep@mail.montclair.edu
- Courtney Volpe: volpec@mail.montclair.edu
- Carolyn Demefack: demefackc@mail.montclair.edu

We value your feedback!
Please fill out a session evaluation.