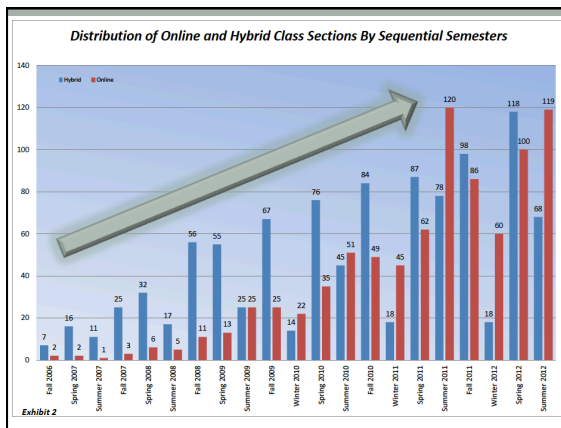# A METHOD TO ONLINE COURSE DESIGN MADNESS: A COLLABORATIVE APPROACH

Montclair State University
Carolyn Demefack, Instructional Designer
Kristin Curry, Professor
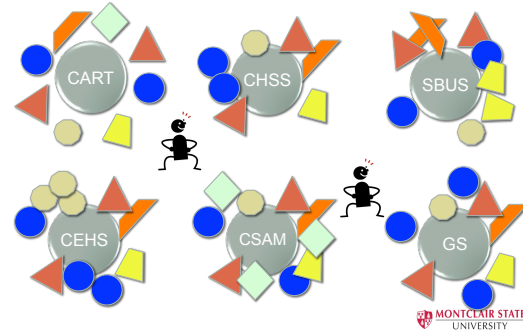Dr. Joseph Oluwole, Assistant Professor

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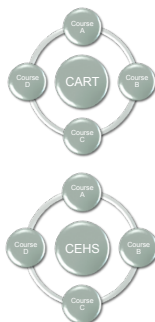## About Montclair State University

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



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*Distribution of Online and Hybrid Class Sections By Sequential Semesters*

*Exhibit 2*

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## Growing Individual Online Courses



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## New Online Program Development



- MA in Arts Management
- Launch date: Spring 2013

- MA in Educational Leadership
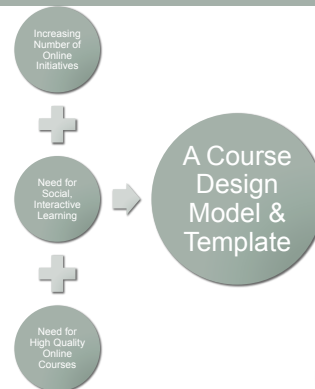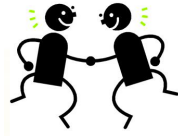- Launch date: Spring 2013

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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?
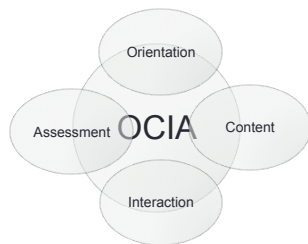


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## Importance of Social, Interactive Learning

- 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)

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

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Increasing Number of Online Initiatives

Need for Social, Interactive Learning

Need for High Quality Online Courses

A Course Design Model & Template

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## The Course Design Model

Orientation
Assessment OCIA Content
Interaction

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### 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:

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### 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 ...

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### 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

## Technology Used to Support Social, Interactive Learning

Discussion Forums/Cyber Café
• Community building, idea discussion, and as an open social space.

Blogs
• Collaborative projects, feedback, etc.

Wikis
• Community knowledge sharing and building, etc.

Groups
• Group collaboration, team work and support, collaborative projects, etc.

Blackboard Collaborate
• Enhanced collaboration using chat, IM, and virtual classrooms.

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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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## Kristin Curry



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## Goals of the Course

**Overall Goals**:
• Improve the writing abilities of incoming students into the Arts Management Program

• Provide students will a broad overview of for-profit and non-profit arts institutions

• Develop assignments that provide practical experience, enhance critical thinking about current issues in the arts and culture field, and which can be used to strengthen writing capabilities.

**Design Challenge**:
• Work with a course designer to provide an engaging, interactive experience for the students using a variety of technological tools.

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## Interactive, Meaningful Activities

• Blogging
• Assignment Swapping
• Discussion Forums
• Collaborative Assignments



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## Social Presence

- Student introductions embedded in initial assignments
- Virtual Office Hours
- Cyber Cafe

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## Next Steps, Reflections

- 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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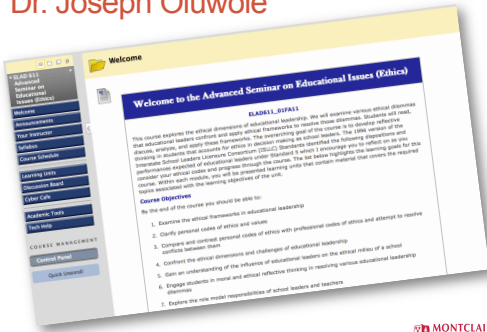
## Overview

- 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

Contact us at:
- Carolyn Demefack: demefackc@mail.montclair.edu
- Dr. Joseph Oluwole: oluwolej@mail.montclair.edu
- Kristin Curry: kcurry21@yahoo.com

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