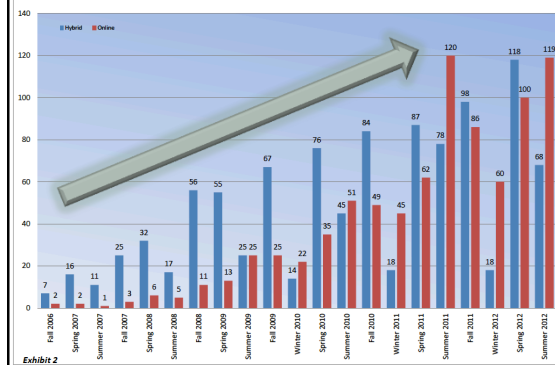


## Online Course Design: A Collaborative Approach

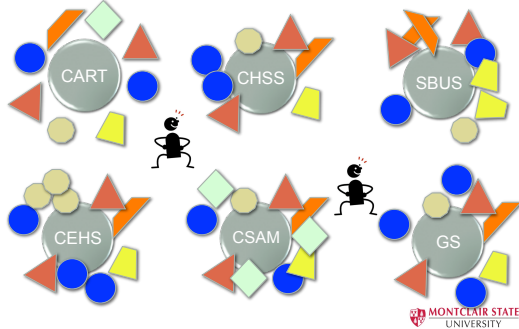
Montclair State University  
Carolyn Demefack, Instructional Designer  
Kristin Curry, Professor  
Dr. Joseph Oluwole, Assistant Professor



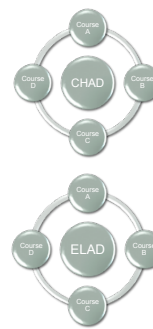
*Distribution of Online and Hybrid Class Sections By Sequential Semesters*



## Growing Individual Online Courses



## New Online Program Development



- MA in Child Advocacy
- Launch date: Spring 2013

- MA in Educational Leadership
- Launch date: Spring 2013



## 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?



## Course Design Standards

- The Quality Matters Rubric includes eight general standards:

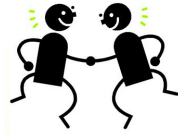
- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Learner Interaction and Engagement
- Course Technology
- Learner Support
- Accessibility

• <http://www.qmprogram.org/rubric>



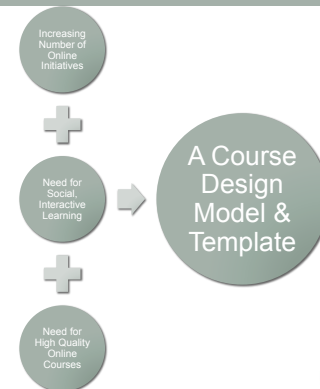
## Importance of Social, Interactive Learning

- 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

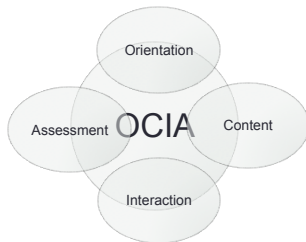


- Interaction types essential in online courses (Moore, 1989):
- Learner-content
- Learner-instructor
- Learner-learner
- Learner-self (Soo & Bonk, 1998)
- Learner-interface interaction (Hillman, Willis, & Gunawardena, 1994)

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



## The Course Design Model



**Orientation**

**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 Café. (Due by Sunday)  
D. Participate in the discussion forums. 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

**Content**

**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" reading above links to the course discussion board (also included in the "Unit 1 Assignment" section). Please choose to set up groups and have students use discussion boards limited to the small teams of students.

**Assessment**

**Unit 1 Assignment**  
Assessment is an opportunity for the student to demonstrate that they have achieved the objectives.  
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

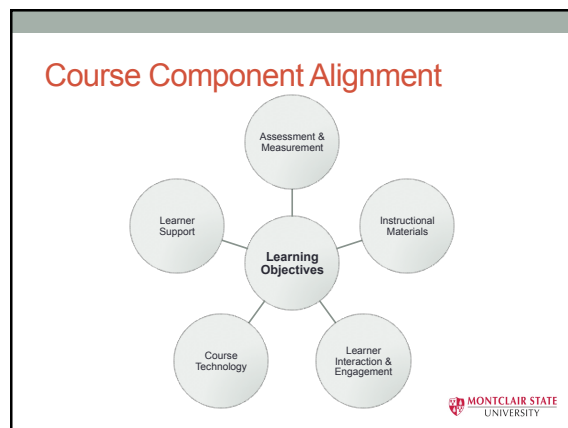
- Discussion Forums/Cyber Café**  
-Community building, idea discussion, and as an open social space.
- Blogs**  
-Collaborative projects, feedback, etc.
- Wikis**  
-Community knowledge sharing and building, etc.
- Groups**  
-Group collaboration, team work and support, collaborative projects, etc.
- 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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## 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



## 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.

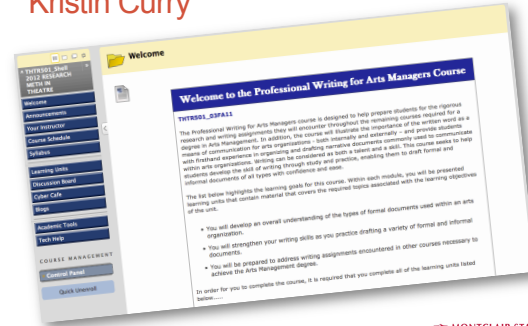


## Course Content Developing (CCD) Faculty Member's Role

- 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



## Kristin Curry



## 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!

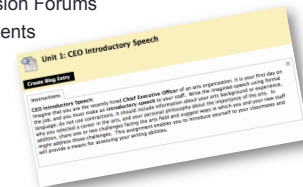
### Working with the Course Template

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



## Interactive, Meaningful Activities

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

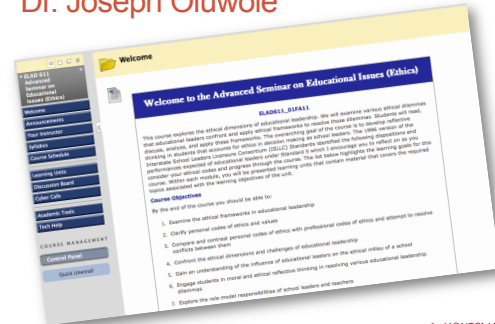


## Reflections for the Future

- 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



## Dr. Joseph Oluwole

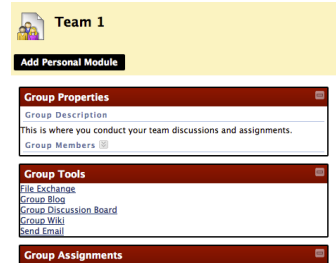


## Overview

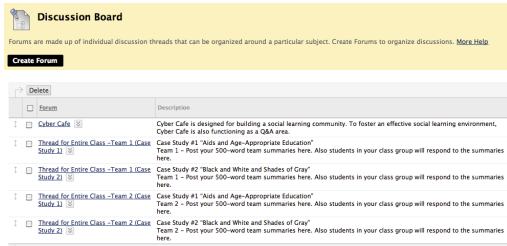
- A case-based course
- Students are expected to apply their understanding of a framework to many complex situations
- Emphasis on fostering student leadership and self-reflection skills



## Team-Based Learning



## Case Studies



## 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



## 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



## Questions

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- Dr. Joseph Oluwole: [oluwolej@mail.montclair.edu](mailto:oluwolej@mail.montclair.edu)
- Kristin Curry: [kcurry21@yahoo.com](mailto:kcurry21@yahoo.com)



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