ONLINE EDUCATION FORUM

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OVERVIEW OF THE DAY

• WHAT’S UNIQUE ABOUT COURSE DESIGN FOR ONLINE EDUCATION- ERIC BRANDT
• DRIVING STUDENT TRANSFORMATION THROUGH FLEXIBLE LEARNING- HOLLY WHITAKER
• EFFECTIVE MANAGEMENT OF ONLINE EDUCATION- DOING IT WELL- ALAN LYKE
• MEETING THE UNIQUE NEEDS OF THE ADULT STUDENT- BRIAN SIMMONS
MEETING THE UNIQUE NEEDS OF THE ADULT STUDENT

• PROVIDING RED CARPET SERVICE FOR ALL ONLINE STUDENTS
• MEETING THE UNIQUE LEARNING NEEDS OF ADULT STUDENTS
• APPLYING PRINCIPLES OF EFFECTIVE ONLINE INSTRUCTION
• LEADING ORGANIZATIONAL CHANGE
• UNDERSTANDING EQUIVALENCY THEORY

INTRODUCTION

• ONLINE EDUCATION AS A MODE OF PROGRAM DELIVERY CONTINUES TO GROW BECAUSE ONLINE EDUCATION HAS THE POTENTIAL TO BEST MEET THE NEEDS OF WORKING ADULTS. THESE WORKING ADULTS HAVE UNIQUE NEEDS. EFFECTIVELY AND EFFICIENTLY MEETING THESE NEEDS REQUIRES COLLEGES AND UNIVERSITY LEADERS TO THINK OUTSIDE OF A TRADITIONAL PROGRAM DEVELOPMENT AND DELIVERY BOX.
TWO STORIES: THEN AND NOW

• THEN: DIMES AND BSU MONDAY MORNING AT 4 AM
• NOW: GROWING PAINS TO GET TO A 27 MONTH PHD IN ORGANIZATIONAL LEADERSHIP
  $27K TOTALLY ONLINE

PROVIDING RED CARPET SERVICE FOR ALL ONLINE STUDENTS - THE CELEBRITY EXPERIENCE BY DONNA CUTTING

• CHICAGO PIZZA PRINCIPLE: REFRAIN FROM SAYING “NO” WHEN THE ANSWER COULD BE “YES” … NOT “NO” BUT “HOW”! - THE CELEBRITY EXPERIENCE BY DONNA CUTTING
• PLACE THE CUSTOMER OVER CONVENIENCE
• DECIDE WHAT YOU WANT TO DO THEN CREATE SYSTEMS TO GET IT DONE WHY? SYSTEMS DELIVER CONSISTENT SERVICE
• ELIMINATE DEFICIENCIES IN THE STUDENT SERVICE EXPERIENCE. ONLINE SERVICES COUNCIL… TODAY’S THEME “CONTINUITY OF MESSAGING” ESPECIALLY IN REGARD TO FINANCIAL CONCERNS
• ALL CELEBRITIES HAVE THEIR FAVORITE ITEM OR CONDITIONS THAT MAKE THEM FEEL SPECIAL…GIVE YOUR CUSTOMERS THEIR CHICKEN SOUP
• VALUE=(QUALITY * SERVICE)/COST DELIVER VALUE AT A PROFIT!
• CUSTOMER SERVICE IS AN “ATTITUDE”
• FOLLOW THE “BOOGER PRINCIPLE”… TAKE COURAGE AND TELL THE TRUTH. BEING THE BEARER OF BAD NEWS TAKES COURAGE KNOW WHEN AND HOW TO SAY NO!
• TAKE ACTION
MEETING THE UNIQUE LEARNING NEEDS OF ADULT STUDENTS

- PEDAGOGY: THE STUDY OF HOW CHILDREN AND YOUNG ADULTS LEARN
- ANDRAGOGY: THE STUDY OF HOW ADULTS LEARN

- THERE IS A DIFFERENCE...

THEORETICAL FRAMEWORK FOR DISTANCE EDUCATION (KEEGAN, 1996)

- "THE THEORETICAL BASIS FOR DISTANCE EDUCATION ARE WITHIN GENERAL EDUCATION THEORY"
- "THE SYLLABUS IS THE SINGLE MOST IMPORTANT DOCUMENT AN INSTRUCTOR CAN PREPARE" (SIMONSON, P. 199)
- SO, THE THEORIES, TOOLS AND TIPS WE DISCUSS TODAY ARE BROADLY APPLICABLE TO ALL EDUCATIONAL SETTINGS!
ADULT LEARNERS- ANDRAGOGY (MALCOLM KNOWLES)

- THE LEARNING CLIMATE MUST BE CONDUCIVE TO ADULT LEARNING
- ORGANIZATIONAL STRUCTURE MUST FOSTER PARTICIPATORY LEARNING
- DIAGNOSIS OF LEARNING NEEDS MUST DIFFERENTIATE BETWEEN FELT NEEDS AND ASCRIBED NEEDS
- CLEAR DIRECTIONS FOR LEARNING MUST BE PROVIDED INCLUDING CLEAR DEFINITIONS OF EXPECTATIONS
- ACTIVITIES MUST BE DESIGNED THAT ALIGN WITH OBJECTIVES FOR LEARNING
- ASSESSMENT OFFERS A PLAN WHICH PROVIDES EVIDENCE THAT LEARNING OBJECTIVES ARE ACCOMPLISHED
- BOTH QUALITATIVE AND QUANTITATIVE EVALUATION MEASURES ARE UTILIZED
- REMEMBER, ADULT LEARNERS LEARN BEST WHEN CONTENT IS ORGANIZED FROM GENERAL TO SPECIFIC AND WHEN ACTIVE PARTICIPATION IS ENCOURAGED… MAKE COURSEWORK PRACTICAL AND IMMEDIATELY APPLICABLE!
- BOTTOM LINE MEASURE: HELP ADULT LEARNERS GET A JOB OR ADVANCE A CAREER WITH NO DEBT!

APPLYING PRINCIPLES OF EFFECTIVE ONLINE INSTRUCTION

- OVERVIEW…
- BACKWARD DESIGN
- PARTICIPATORY EARNING VIA FORUM DISCUSSIONS
- RUBRICS TO COMMUNICATE CLEAR EXPECTATIONS AND PROVIDE CONSISTENCY IN GRADING AND TIMELY STUDENT FEEDBACK
- VISUAL CONCEPT MAP OF AN ONLINE COURSE ABOUT HOW TO DESIGN AND TEACH ONLINE COURSES!
- THUMBS UP/THUMBS DOWN… ARE WE MEETING THE NEEDS OF OUR ADULT STUDENTS?
THREE WAYS TO DELIVER CONTENT

1) TRADITIONAL: <30% of content is delivered online (Note that today in traditional classrooms up to 30% of instruction is delivered online using the campus LMS making online instruction a basic teaching skill)

2) HYBRID: 30-80% of content is delivered online

3) ONLINE: >80% of content is delivered online
COMMON MISPERCEPTIONS

- ONLINE COURSES ARE LIKE ELECTRONIC CORRESPONDENCE COURSES
- STUDENTS SHOULD BE ABLE TO WALK THEMSELVES THROUGH AN ONLINE COURSE
- ONLINE STUDENTS ARE LAZY AND DISENGAGED
- STUDENTS DO NOT LEARN AS WELL ONLINE AS THEY DO IN PERSON
- TEACHING ONLINE IS NOT AS ENJOYABLE AS TEACHING IN PERSON
INSTRUCTIONAL DESIGN (BACKWARD DESIGN)

WHERE AM I GOING?
HOW DO I GET THERE?
HOW DO I KNOW WHEN I HAVE ARRIVED?
AIR FORCE ACADEMY FOOTBALL GAME PARATROOPER STORY

Forums

"...instructors who use discussion forums do so to encourage student-to-students communication and collaboration. The pedagogy is **much the same** as it is in traditional, face-to-face education, with the aim of encouraging critical examination of the subject matter or promoting collaboration."

~Manning & Johnson, pp. 61
## KEY IDEA WITH RUBRICS

- The more clarity the instructor can provide to students regarding his/her expectations the more likely students will complete assignments to the instructor's expectations!
8 ESSENTIAL PRINCIPLES AND PRACTICES FOR TEACHING ONLINE

• ESTABLISH A PRESENCE... INTRODUCE YOURSELF VIA YOUR PROFILE PAGE AND KEEP IT CURRENT, CREATE SHORT WEEKLY VIDEOS INTRODUCING KEY CONCEPTS AND APPLICABLE PRINCIPLES FROM SCRIPTURE, POST A WEEKLY ANNOUNCEMENT, GIVE PROMPT FEEDBACK ON ALL ASSIGNMENTS, PARTICIPATE IN ONLINE DISCUSSIONS, GRADE WORK AS SOON AFTER THE ASSIGNMENT WAS DUE AS POSSIBLE, RETURN WORK TO STUDENTS WITH FEEDBACK, PRAY FOR STUDENTS, SHARE WITH THEM OUT OF THE OVERFLOW OF YOUR HEART OF LOVE FOR GOD, BE THE LIVING CURRICULUM

• BE REAL: RELATIONAL, (AN) EXAMPLE, ACADEMICALLY EXCELLENT AND LOVING.

• PROVIDE CLEAR EXPECTATIONS: PROVIDE RUBRICS, CLEAR ASSIGNMENT INSTRUCTIONS, AND EXAMPLES OF OUTSTANDING WORK

8 ESSENTIAL PRINCIPLES AND PRACTICES FOR TEACHING ONLINE (CONT)

• KEEP EVERYTHING WITHIN ONE LMS, PROVIDE UNIFORMITY FROM COURSE TO COURSE AND COLLEGE TO COLLEGE

• SCAFFOLD ASSIGNMENTS

• CREATE COMMUNITY, SEND A WELCOME VIDEO AND A WELCOME GIFT, PROVIDE A PRAYER FORUM

• CREATE SUPPORT ACADEMICALLY, SOCiALLY, AND SPIRITUALLY AND PROVIDE OUTSTANDING SERVICE

• COMMIT TO CONTINUOUS IMPROVEMENT, SEEK AGGREGATE FEEDBACK, USE NPS
CREATING ONLINE COURSES: ANALYZE

• PRE-READING: BEGIN READING ALL PAGES OF ALL TEXTBOOKS EXCEPT PAGES 97-122, CHAPTERS 5-8 (DO READ P. 162-3) AND 10-11 OF THE SIMONSON TEXT.

• WEEK 1  STEP #1 IN THE COURSE DESIGN PROCESS…ANALYZE

• FORUM: INITIAL POST, TWO FOLLOW-UP POSTS FROM ASSIGNED READING (A GUIDE TO ONLINE COURSE DESIGN. STRATEGIES FOR STUDENT SUCCESS. READ PAGES IX THRU 50)

• DESCRIBE HOW TO BEST ANALYZE LEARNER CHARACTERISTICS AND NEEDS. EXPLAIN THE IMPORTANCE OF APPROPRIATE LEARNER OUTCOMES AND COMPETENCIES. DESCRIBE THE COMPONENTS OF THE COMMUNICATION PROCESS AND HOW EACH SHOULD BE INCORPORATED INTO THE COURSE DESIGN.
CREATING ONLINE COURSES: DESIGN

• WEEK 2  STEP #2 IN THE COURSE DESIGN PROCESS…DESIGN
• FORUM: INITIAL POST, TWO FOLLOW-UP POSTS FROM ASSIGNED READING (A GUIDE TO ONLINE COURSE DESIGN. STRATEGIES FOR STUDENT SUCCESS. READ PAGES 51-136)
• DISCUSS VARIOUS TYPES OF ONLINE ASSESSMENTS FOR ONLINE COURSES. DISCUSS CONSIDERATIONS FOR THE DESIGNER CONCERNING COURSE SEQUENCE. WHAT CONSIDERATIONS SHOULD GUIDE THE SELECTION OF COURSE MATERIALS? WHAT CONSIDERATIONS NEED TO BE TAKEN INTO ACCOUNT AS THE INSTRUCTOR CHOSES THE BEST ACTIVITIES FOR THE COURSE? IN PARTICULAR, DISCUSS THE INFORMATION PROCESSING MODEL.

CREATING ONLINE COURSES: DEVELOP

• WEEK 3  STEP #3 IN THE COURSE DESIGN PROCESS…DEVELOP
• FORUM: INITIAL POST, TWO FOLLOW-UP POSTS FROM ASSIGNED READING (A GUIDE TO ONLINE COURSE DESIGN. STRATEGIES FOR STUDENT SUCCESS. READ PAGES 137-170)
• DISCUSS THE PRINCIPLES THAT SHOULD GUIDE THE DEVELOPMENT OF INSTRUCTION AND ORGANIZATION OF AN ONLINE COURSE. DISCUSS THE NECESSARY COMPONENT OF A THOROUGH COURSE SYLLABUS AND ITS IMPORTANCE TO THE TEACHING/LEARNING PROCESS.
CREATING ONLINE COURSES: IMPLEMENT AND EVALUATE

• WEEK 4  STEP #4 IN THE COURSE DESIGN PROCESS...IMPLEMENT AND EVALUATE
• FORUM: INITIAL POST, TWO FOLLOW-UP POSTS FROM ASSIGNED READING. (A GUIDE TO ONLINE COURSE DESIGN. STRATEGIES FOR STUDENT SUCCESS EVALUATE. READ PAGES 171-194)
• DISCUSS THE VARIOUS ELEMENTS OF A THOROUGH COURSE DESIGN REVIEW. IN PARTICULAR, DISCUSS THE CONCEPT OF SCAFFOLDING AND WHY SCAFFOLDING IS IMPORTANT TO THE LEARNING PROCESS. DISCUSS METHODS FOR GATHERING DATA FOR FUTURE COURSE IMPROVEMENTS. HOW DO THESE CHANGES AFFECT LEARNER PERSISTENCE?

RESOURCES

LEADING AND ORGANIZATIONAL CHANGE

"THE WORK OF LEADERS IS CHANGE, AND ALL CHANGE REQUIRES THAT LEADERS ACTIVELY SEEK WAYS TO MAKE THINGS BETTER, TO GROW, INNOVATE AND IMPROVE." (P. 331)

IN SHORT, LEADERS MAKE THINGS HAPPEN:

"THUS, THE STUDY OF LEADERSHIP IS A STUDY OF HOW MEN AND WOMEN GUIDE OTHERS THROUGH ADVERSITY, UNCERTAINTY, HARDSHIP, DISRUPTION, TRANSFORMATION, TRANSITION, RECOVERY, NEW BEGINNINGS AND OTHER SIGNIFICANT CHALLENGES." (P. 332)

"WHO MOBILIZE INDIVIDUALS AND INSTITUTIONS IN THE FACE OF STRONG RESISTANCE...DISTURB THE STATUS QUO AND AWAKEN OTHERS TO NEW POSSIBILITIES.

"EVERYONE PERFORMS BETTER WHEN THEY TAKE CHARGE OF CHANGE." (P. 342)

LEADERS AS TRANSFORMATIONAL STEWARDS

odesk problems in organizations today can best be solved via transformational stewardship

The leader at the "top" cannot do the work alone

The leader can engage others in a dialogue about how they are contributing to fulfillment of the mission and vision guided by the core values of the organization, and how they are helping the organization change to grow and become more effective. This empowerment of leaders throughout the organization facilitates needed change while minimizing the risks of change.
ESSENTIAL INGREDIENTS FOR CREATING ONLINE DEGREE PROGRAMS

- ID
- SME
- ADJUNCT FACULTY
- CURRICULUM COUNCIL
- SERVICES COUNCIL
- ACADEMIC COUNCIL
- ENROLLMENT MANAGEMENT INCLUDING REGISTRAR AND THE PASSING OF THE BATON
- CALL CENTER AND CONSISTENT MESSAGING
- MARKETING
- FINANCIAL AID
- REGISTRAR
- ASSESSMENT AND ACCREDITATION
- BOTTOM LINE: THESE SERVICES ARE DIFFERENT FOR ONLINE STUDENTS (ESPECIALLY THOSE ENROLLED IN NON STANDARD, COHORT BASED DEGREE PROGRAMS)

CONSIDERATIONS FOR DELIVERING EFFECTIVE ONLINE DEGREE PROGRAMS

- CHOOSE YOUR LMS WISELY BECAUSE YOU GET WHAT YOU PAY FOR
- THE GROWTH/QUALITY TENSION
- SCALE
- STANDARD/NON STANDARD
- THERE IS NO SILVER BULLET, BUT THERE IS A SECRET SAUCE!
- SYNCHRONOUS/ASYNCHRONOUS
The Equivalency Theory

“...that the more equivalent the learning experience of distance learners are to that of local students, the more equivalent will be the outcomes of the learning experience.”

~Schlosser and Simonson (2009)

7 Categories of an Effective Online Course

- Instructional Design
- Communication
- Collaboration
- Learner Assessment
- Learner Support
- Web Design
- Course Evaluations
ONLINE STUDENTS ACHIEVE BETTER! WHY?

- A RECENT META ANALYSIS FOUND THAT, ON AVERAGE, STUDENTS IN ONLINE LEARNING CONDITIONS PERFORMED BETTER THAN THOSE RECEIVING FACE TO FACE INSTRUCTION (P. IX)

- "ONLINE STUDENTS SPEND MORE TIME, HAVE GREATER ACCESS TO MORE MATERIALS, AND COLLABORATED DIFFERENTLY THAN DID THE TRADITIONALLY TAUGHT COMPARISON STUDENTS- NO WONDER ONLINE STUDENTS TENDED TO ACHIEVE BETTER." (SIMONSON, P.67)
RED FLAG

FORM A STUDY "EVIDENCE OF QUALITY IN DISTANCE EDUCATION PROGRAMS": "A RED FLAG OR WARNING SIGN OF INEFFECTIVE DISTANCE EDUCATION PROGRAMS WAS ISSUED WHEN FACULTY ATTEMPTED TO OR WERE ENCOURAGED TO DIRECTLY CONVERT REGULAR COURSES INTO DISTANCE DELIVERED COURSES." (SIMONSON, 2007). IDENTICAL TRADITIONAL AND ONLINE COURSES ARE NOT LIKELY TO BE EFFECTIVE, RATHER, A VARIETY OF EQUIVALENT INSTRUCTIONAL APPROACHES SHOULD BE PROVIDED TO STUDENTS TO ENHANCE STUDENT LEARNING.

Indicators of Quality

[Diagram showing thumbs up and thumbs down]
THUMBS UP: MEETING ADULT LEARNER NEEDS WELL

- CLEAR MISSION STATEMENT, DEGREE PROGRAM OBJECTIVES AND COURSE OBJECTIVES AND DESIGN ALL ALIGNED...WITH CONSISTENCY, QUALITY INCREASES!

- DIRECTOR OF UNIVERSITY ASSESSMENT, ONLINE FACULTY AND PROGRAM DIRECTORS HAVE OVERSIGHT AND INPUT INTO DEGREE PROGRAM DEVELOPMENT AND INDIVIDUAL COURSE DESIGN...CONNECTEDNESS BETWEEN CIU MISSION, DEGREE PROGRAM OBJECTIVES AND STUDENT LEARNING GOALS.

- THE “STUDENT ADVISORS” FUNCTION IS CENTRALIZED AND CONSISTENT WITH ONE PERSON HOLDING THE STUDENT’S HAND AS HIS/HER QUESTIONS ARE ANSWERED

- DIRECTOR OF UNIVERSITY ASSESSMENT, PROGRAM DIRECTORS AND ONLINE FACULTY EVALUATE DEGREE PROGRAMS AND COURSES, RESULTING IN QUALITY COURSES THAT MEET STUDENT NEEDS. THERE IS AN ASSESSMENT PLAN, INCLUDING DATA COLLECTION, ASSESSMENT OF RESULTS AND “CLOSING THE LOOP”

THUMBS DOWN: NOT MEETING ADULT LEARNER NEEDS AS WELL AS WE COULD OR SHOULD!

- MINDSET THAT SEEKS TO DIRECTLY CONVERT WHAT IS TAUGHT IN A TRADITIONAL CLASSROOM INTO A DISTANCE LEARNING ENVIRONMENT (FORCING A SQUARE PEG INTO A ROUND HOLE)

- TWO SEPARATE APPROACHES TO INSTRUCTION

- A COOKIE CUTTER APPROACH FOR ALL STUDENTS

- TWO DIFFERENT EVALUATION STRUCTURES FOR ONLINE AND TRADITIONAL STUDENTS

- A CONFUSION ABOUT WHO TO CONTACT FOR HELP AND HOW TO CONNECT WITH RESOURCES