Stacking and Tracking: Scalable Course Development
The American Women’s College at Bay Path University
Springfield, MA
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ABSTRACT

• The American Women’s College has collaboratively implemented a competency-based training stack to rapidly produce quality online courses. We have designed and implemented a model to develop faculty and courses suitable to online and adaptive learning. Our model facilitates community among faculty, curriculum developers, and instructional technologists and has resulted in clarification for the required competencies for each role. Our custom-designed training includes concept mapping, accessibility, OER resources, project management, and individualized learning. We will share the results from four cohorts of development, discuss faculty and instructional design perspectives, and explain how to scale to a large number of courses.

INTRODUCTION

• Online as well as on-ground classes.
• Accelerated degree model is built on 6-week sessions.
• Strive to expand educational access to adult women, 70 million of whom have yet to earn a college degree.
• Our student population contains large proportions of first generation, Pell-eligible, and minority women.
• In 2014, we were awarded a $3.5 million dollar U.S. Department of Education First in the World (FITW) grant to develop adaptive learning courses
• Using technology to support teaching and learning by matching content and resources to each student’s individual needs.
• We use a machine-learning based adaptive system: RealizeIt
  • Presents assignments as a series of learning activities arranged in a “learning map” that students navigate through as they achieve mastery.
  • Content within the activities takes multiple forms, including text, videos, images, and interactive exercises.
  • This individualizes a student’s path to future activities and informs the default format in which the system will deliver future information, although all forms are available to the student.
  • These processes rely heavily on the quality of the questions designed to gauge student mastery.
  • Students receive feedback from the system and from faculty.

FACULTY PERSPECTIVE

<table>
<thead>
<tr>
<th>Phase</th>
<th>Course Mapping</th>
<th>Dates</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Phase 1</td>
<td>1/20/17 – 3/3/17</td>
<td>Hiring – open position and conduct interviews (final candidates to hit for processing by 4/5/17)</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Development Phase 1</th>
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</thead>
<tbody>
<tr>
<td>CNT120 – ET</td>
<td>BU5205 – JL</td>
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<tr>
<td>CNT120 – ET</td>
<td>BU5232 – JL</td>
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</tbody>
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A video from our training that shows advanced program level and cross curricular connections: https://www.youtube.com/watch?v=QOFs7XcKAI&feature=youtu.be
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ACADEMIC TECHNOLOGY PERSPECTIVE

CONCLUSIONS
• Close collaboration between groups is required
• Getting all parties on the same page at the start
  • SME training is vital
• Detailed project management is necessary
  • Systematize wherever possible