Winning the LOTTO
The Ticket to Success in Supporting Faculty
Online Course Development

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Presenters

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Relevance to participants/guests

A faculty member interested in the process and best practices in online course development

A trainer supporting faculty at a university just getting started in online course development

An instructional designer working with faculty new to online course development

An administrator interested in starting an online program

Lessons learned can be taken back to your institution
Institutional Background

• Oldest HBC in Maryland
• Centrally located between DC & Baltimore
• Approximately 5600 students / 200 FT faculty
  – 25 undergraduate majors
  – 19 master’s degree programs
  – 2 doctoral programs
  – 9 advanced certificate programs
Defining the Need - External

- Online education is more likely to be considered as necessary for survival by public institutions & distance education enrollment is growing very fast. (Sloan-C, 2010)
- Distance education provides positive alternatives to the rapidly growing population of non-traditional students. (Folkers, 2005)
- However, a “critical mass of adopters is needed to convince the majority of other teachers of the utility of the technology.” (Baltaci-Goktalay & Ocak, 2006)
Defining the Need - Internal

• Loss of enrollment
  – African-Americans comprise 30% of enrollment at BSU’s sister institution, UMUC (primarily online).

• Lack of facilities
  – BSU residence halls can only house 1400 students.
  – Classroom space cannot accommodate more evening programs.
Defining the Need - Internal

• About 1500 sections offered per semester
  – 90% of our students want online access
  – 74% of faculty want to teach online/hybrid
Further challenges...

• Any instructor could offer an online or hybrid course

• However...
  – No department approval or awareness
  – No development required
  – No evaluation before/during/after
  – No training required
What we saw over 10 years in “online” and “hybrid” courses...

Fully developed
• Robust, full of content & assessments

Partially developed
• Pieces here and there

Absolute chaos
• All over the place, no organization, rhyme or reason

Nothing at all
Our approach

Quality

Distance Education Policy

Faculty Training

Course Development & Review
Distance education policy
Complete intent to teach an online/hybrid course

Obtain training
- 5 workshops (or)
- Summer institute

Course development
- Allow one full semester

Deliver course

Quality Matters review
- Revise course, if recommended by peer review process

Revise course
- Unanticipated technical errors
- Curricular/instructional needs
## Multiple training options

<table>
<thead>
<tr>
<th>Type of Training</th>
<th>Training Content</th>
<th>Training Staff</th>
<th>Training Support</th>
<th>Pros</th>
<th>Cons</th>
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</thead>
<tbody>
<tr>
<td>Workshops</td>
<td>Learning Management System (LMS)</td>
<td>Instructional designers</td>
<td>How-to guides &amp; videos</td>
<td>Small scale focus, Focus according to interest or need, Peer delivery</td>
<td>Schedule may conflict with course instruction, Limited audience</td>
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<td>Best practices</td>
<td>IT staff</td>
<td>Faculty</td>
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<td>Pedagogy</td>
<td>Faculty</td>
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<td>Emerging technology tools</td>
<td>Special guests</td>
<td>Faculty peers</td>
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<td></td>
<td>IT basics incl. operating systems and productivity</td>
<td>External partners</td>
<td>Faculty mentors</td>
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<td>Vendors</td>
<td>Instructional designers</td>
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<td>IT staff</td>
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<tr>
<td>Boot Camps</td>
<td>LMS</td>
<td>Instructional designers</td>
<td>How-to guides &amp; videos</td>
<td>Focus on wide range of tools</td>
<td>Intensive focus may overwhelm participants, Requires strong IT background to keep up</td>
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<td>IT staff</td>
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<td>Institutes</td>
<td>Holistic and comprehensive approach related to the LMS, best practices, pedagogy, etc.</td>
<td>Instructional designers</td>
<td>How-to guides &amp; videos</td>
<td>Significantly more time to address technical &amp; pedagogy issues, Time for hands-on developing of materials</td>
<td>Scheduling conflicts during academic year, Summer training occurs off contract which could require payment</td>
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<td>Webinars</td>
<td>LMS</td>
<td>Instructional designers</td>
<td>How-to guides &amp; videos</td>
<td>Flexible, Convenient, Faculty can attend from home or office, Recordings provide repeat access</td>
<td>Lacks personal interaction, Faculty can’t ask questions when viewing a recording, Technophobes may be intimidated by environment</td>
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<td>Self-Service</td>
<td>LMS</td>
<td>Instructional designers</td>
<td>How-to guides &amp; videos</td>
<td>Flexible, Convenient, Portable, Accessible from work or home</td>
<td>Lacks personal interaction, Faculty can’t ask questions</td>
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<td>IT staff</td>
<td>Help desk</td>
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Examples of previous training
Trainers

• Center for Excellence in Teaching & Learning
  – Consultants
  – Faculty

• Information Technology
  – Consultants
  – Staff

Typically focused on aspects of teaching & learning, but not necessarily involves tech & TL

Previously focused on wide-range of functional topics, later only LMS & academic tech tools
Summer Institute v1

• 2 weeks, delivered 2003
  – 20 faculty participants
    • Social Work
    • Education Leadership
    • Teacher Education
    • Nursing
  – 1 facilitator, 2 faculty trainers, 2 staff trainers
Impact of effort

• Faculty paid $2,500 each (via grant)
  – However, none were required to provide a final product.

• Within 5 years:
  – Only 3 participant produced an online/hybrid course
  – 2 participants resigned & 2 retired
  – The rest produced nothing
Observations

• This & subsequent training had limited reach
  – Faculty development twice a year
    • Only 1.5 days each time
    • Limited schedule due to other required components
  – No centralized theme or direction
  – Lack of policy provided no structure for requiring training for online course development
  – Faculty demand fluctuated as much as their attendance at weekly workshops
Subsequent training

• Mandatory and/or optional workshops
  – Example:
    • Blackboard (mandatory, 2001)
    • ANGEL (optional, 2009)

• Faculty institutes
  – 2xs per year (August / January)

• One-on-one, peer interaction
Further challenges

- Central place to work
- Peer networking
- Technical resources
- Central staff support

Unavailable to faculty
Time to Reboot
Survey of faculty needs

45% cited need for training

69% cited lack of time for course development

70% wanted a lab experience

72% wanted a week-long institute
Survey of faculty needs

70% wanted a lab experience

72% wanted a week-long institute

How the faculty want to get their training
Meeting faculty needs

- Training
- Support
- Resources
LOTTO Institute

• Modeled after 2003 effort in concept
• Time reduced to 1 week
• Lack of funding eliminated faculty stipends, but provided meals instead
• Faculty identified and directly invited (year 1)
  – Year 2 – open invitation to apply
Faculty Incentive

• Breakfast, lunch & beverages each day
• Fellowship & peer networking
• Workshops & tutorials
• Personalized support
• Guest speakers
Guest Speakers / Topics

• The Millennial Student
• Virtual Student Tutoring
• Library Services
• Course Redesign
• Faculty Workload & Burnout
## LOTTO Institute v1

<table>
<thead>
<tr>
<th>June 7-11, 2010</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:30 am – 8:45 am</td>
<td>Sign-in &amp; breakfast</td>
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<tr>
<td>8:45 am – 9:30 am</td>
<td><strong>Welcome/Overview</strong> Get to Know You</td>
<td><strong>Session AM-3</strong> Creating &amp; Managing Online Course Content</td>
<td><strong>Session AM-6</strong> Online Communication</td>
<td><strong>Session AM-9</strong> Assignments, Assessments &amp; Rubrics</td>
<td><strong>Session AM-12</strong> Housekeeping Tasks: Before/After</td>
</tr>
<tr>
<td>9:30 am – 10:15 am</td>
<td><strong>Session AM-1</strong> Best Practices for Teaching &amp; Learning in the Virtual Classroom</td>
<td><strong>Session AM-4</strong> Copyright &amp; Fair Use</td>
<td><strong>Session AM-7</strong> Managing the Live Classroom in Eliminate</td>
<td><strong>Session AM-10</strong> Grading &amp; the Gradebook</td>
<td><strong>Session AM-13</strong> Other LMS Tools</td>
</tr>
<tr>
<td>10:15 am – 10:30 am</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
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</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td><strong>Session AM-2</strong> Mapping the Syllabus for Online Classes</td>
<td><strong>Session AM-5</strong> Finding Multimedia, Resources and Learning Objects</td>
<td><strong>Session AM-8</strong> Classroom Management</td>
<td><strong>Session AM-11</strong> The Virtual Help Desk: Student Support, Resources, Tools, Etc.</td>
<td>Hands-on</td>
</tr>
<tr>
<td>12:00 pm – 1:00 pm</td>
<td>Lunch / Guest speaker Dr. John Gustafson UMUC</td>
<td>Lunch / Guest speaker Ms. Lea Bien-Amie SMARTHINKING</td>
<td>Lunch / Guest speaker Ms. Latanya Jenkins Mr. Kevin Pothier BSU Library</td>
<td>Lunch / Guest speaker Dr. Dionne Curbeam Coppin University</td>
<td>Lunch / Guest speaker Round Table with BSU Faculty</td>
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<td>1:00 pm – 2:30 pm</td>
<td>Hands-on</td>
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<td>Faculty Presentations</td>
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<td>2:30 pm – 2:45 pm</td>
<td>Break</td>
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<tr>
<td>2:45 pm – 4:00 pm</td>
<td><strong>Session PM-1</strong> Social Networking Tools</td>
<td><strong>Session PM-2</strong> Creating Multimedia Content</td>
<td><strong>Session PM-3</strong> Automating a Course with Learning Paths, AGENTS and Macros</td>
<td><strong>Session PM-4</strong> Preparing for Mobile Learning</td>
<td>Close Out Session</td>
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<tr>
<td><strong>Take Home Activity:</strong></td>
<td>Complete course design document for 2-3 units</td>
<td>Find 2-3 learning objects for your course</td>
<td>Compose 2-3 discussion prompts.</td>
<td>Create 1 of each: rubric, assignment &amp; assessment.</td>
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<td><strong>Session AM-11</strong> Improving Academic Honesty</td>
<td><strong>Session AM-14</strong> Housekeeping Tasks: Before/After</td>
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LOTTO Training Summer 2011

Modules

- LOTTO Workshop Survey
  Please complete this brief evaluation about your LOTTO Institute experience.

- Getting Started in this Course
  Everything you need to know about LOTTO

- Virtual Student Orientation Module
  Everything you need to know about ANGEL (from a student's perspective)

- Workshop Modules
  Presentations, resources & links

- Using ANGEL
  Various how-to guides & videos

- Practice Areas
  Use as directed

- Syllabus Templates

- Intent to Teach Online Form (Word doc)

- Blackboard CourseSites
  Create a free course using the latest Blackboard technology. You'll also be able to test-drive SoftChalk & Respondus for free.
Day 1

• Focus:
  – Millennial Student
  – Course Redesign
  – Structure of an Online Course
  – Best Practices for Teaching & Learning in the Online Environment
  – Quality Matters
Day 2

• Focus:
  – Content Management
  – Finding Learning Objects
  – Content Creation
  – Copyright & Fair Use
  – Creating & Managing Multimedia
Day 3

• Focus:
  – LMS Communication Tools
    • Asynchronous
    • Synchronous
  – Best Practices for Communication
  – Communication Strategies for Retention
  – Live Classroom (Elluminate / Collaborate)
  – Social Networking Tools
Day 4

• Focus:
  – Assessments & Assignments
  – Rubrics
  – Gradebook
  – Academic Honesty
  – TurnItIn
Day 5

• Focus:
  – Classroom Management
  – Before/After Semester Tasks
  – Other LMS Tools
  – Follow-up Topics & Questions
  – Sharing Developed Content & Ideas
Impact of LOTTO

• 12 faculty trained in 2010
  – 10 courses developed, designed or redesigned as online or hybrid

• 11 faculty trained in 2011
  – 9 courses developed, designed or redesigned as online or hybrid
Post-LOTTO Support

- Weekly training schedule
- Weekly walk-in clinics
  - Every Wednesday afternoon
  - Open to all faculty
- Office visits by appointment
- Email
Lessons Learned: Assessing Needs

• Determine the knowledge gaps that exist among faculty.
  – Design, development, implementation and evaluation of online courses
  – Technical – Basic, Intermediate, Advanced
  – Pedagogy – Online/Digital Context
Lessons Learned: Program Design

• Involve faculty with planning and delivering the institute.
Lessons Learned: Funding

• Weigh the pros/cons of funding
  – Faculty stipends
  – Guest speakers
  – Meals
Lessons Learned: Content/Schedule

• Prep activities
• Scheduling & delivery considerations
• Flex time
Lessons Learned: Program Assessment

• Outcome Measures
• Short-term vs. Long-term
QUESTIONS?

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