

Look Before You Leap:

On Teaching Online @ GVSU

<http://www.gvsu.edu/idel/>

GVSU Definitions

- * **Traditional (or Face-to-Face)** - The standard in-class course. Typically, an instructor and students come to a regular meeting space a fixed number of times per week. There are exceptions (e.g., independent studies, clinical rotations, Master's theses, etc.), but the expectation is that any content delivery/instruction is done face-to-face with the student. Students should anticipate that a traditional course may use web-enhanced resources, including a flipped class model, but all class sessions meet as traditionally scheduled. All courses are approved for traditional delivery. It is the *de facto* delivery method. It requires no special course review or faculty training. The ability to schedule a course face-to-face is never removed.
- * **Hybrid** - A course in which the instructor intends to deliberately and purposefully replace at least 15% of the course meeting time (about 6 hours in a typical 3 credit course) with online instruction. A course with online instruction must be approved for such delivery by OEC. In-seat sessions must be designated in Banner. Courses approved for hybrid delivery retain their ability to be offered in a traditional format, however hybrid courses are not automatically approved for fully online delivery. (This does not include use of online methods to replace absence due to illness, snow days, etc.)
- * **Online** - A course where the instructor has replaced all in-class instruction with online instruction. Students and instructors never come to class. Online courses are typically *asynchronous*, and can be designed as *synchronous*. Offering a course in a fully online format requires a more extensive course redesign than making a course hybrid. Therefore, re-questing approval for a course to be offered fully online requires a separate review process by the OEC. Courses approved for fully online delivery are automatically approved for hybrid and traditional delivery as well.

<http://www.gvsu.edu/online/facultyresources/>

Common Terminology



Asynchronous:

Typical for online content, the learners access the course content and participate at a convenient and flexible time. Typically, they are not online at the same time.

Synchronous:

Learners are together at the same time. In an online course, this is a virtual meeting using a web- conferencing tool (such as Collaborate). In this for- mat they can listen, talk, chat, and share content.

Face-to-face (or F2F):

The learners come together to a campus classroom as scheduled.

In-seat:

The learners come together to a campus classroom as scheduled.

On-ground:

The learners come together to a campus classroom as scheduled.

Virtual:

Activity that takes place online.

Faculty Support

Pew FTLC

gvsu.edu/ftlc/

The FTLC works with individual faculty, departments, or other groups looking to refine their teaching and learning efforts.

IDeL

gvsu.edu/idel/

Instructional Design for eLearning

The University's 3 instructional designers assist faculty at any stage of the teaching process, from designing a new course from the ground up to how an existing course could be translated to a hybrid/ online format.

University Libraries

gvsu.edu/library/

Every department has a liaison librarian to support all instruction, whether in-class or online.

- + Designing information literacy assignments
- + Participate in your online class discussions
- + Identify media and resources
- + Provide information about copy-right and reusing materials.

eLearning & Emerging Technologies

The eLearning group includes: Blackboard Analysts, eLearning and Instructional Technology Specialists, a Digital Media Developer and Digital Studio, the Atomic Object Technology Showcase, and the IDeL team.

Provost's Office & the OEC (Online Education Council)

Getting Started:

Faculty anticipating or scheduled to teach a fully online or a hybrid course must attend an approved FTLC workshop or provide evidence of competency in online/hybrid pedagogy to the OEC, their Dean, and the Assistant Vice President for Academic Affairs.

The IDeL *Foundations of Online/Hybrid Course Development* is the GVSU workshop that meets the requirement for all faculty new to online/hybrid teaching. Scheduled a minimum of once each semester, more often as needed, it centers on pedagogy and best practices for designing and teaching in the online environment. Throughout the workshop, faculty have the opportunity to experience being an online student using Blackboard from both the student and faculty perspective, and to begin the groundwork towards developing an online course.

1. Go to the IDeL page and click on the Events link or a Foundations link
2. Review the content and click on the Syllabus
3. Be sure to review the Blackboard Competencies checklist!
4. Sign-up for an upcoming Foundations sessions (as stated on the IDeL page)

This part is very important! You **MUST** be able to demonstrate that you can complete the Blackboard competencies in the weeks prior to the start of the Foundations workshop in order to take Foundations! **The listed competencies are the common tasks necessary in online course development, and are skills you will use during the Foundations workshop.**

* Go through the checklist.

* Practice what you do not regularly use.

* Go to Blackboard training sessions.

* Ask for access to a Blackboard training site.

* Use your Practice Test course to play

The more you are comfortable, the better prepared you will be when your official site is ready as your Foundations session approaches.

Foundations of Online/Hybrid Course Development (v. 2.0)

This is the GVSU workshop that meets the requirement for all faculty new to online/hybrid teaching, as adopted by Faculty Senate. It is offered a minimum of 3x / year, more often as needed, and typically in a hybrid delivery: A Friday afternoon in-seat, 2 weeks online, finish in-seat on a Friday afternoon.

The overarching goals for Foundations are to:

1. Gain experience of being an online learning through active participation
2. Appreciate the breadth and depth required for eLearning
3. Understand the importance of alignment in designing eLearning
4. Understand the fundamental role of learning objectives
5. Understand the strategies for assessment best suited for eLearning
6. Understand the importance of Community of Inquiry for eLearning
7. Understand the importance of peer review and support for eLearning
8. Identify and create engaging content to support learning outcomes
9. Apply quality standards to eLearning course development
10. Know what support is available and how to access it



What do faculty report: If I had known then...

About Foundations:

- * It took more time than I anticipated.
- * I would get lost occasionally due to my deficient Bb skills.
- * The tools provided through the workshop, as well as the hands-on learning experience of being in a hybrid course really helped in identifying some of the strengths and challenges of developing a hybrid course...

About online teaching:

- * It is definitely a learning experience to translate a fully face-to-face course into a hybrid course...
- * It takes so much more time to teach than a face-to-face class. I sometimes feel like I'm prepping 2 classes for each hybrid course I teach
- * Be patient and be aware that everything takes far longer than you'd expect
- * Frequent communication is helpful to make sure students understand weekly assignments
- * Stay engaged throughout the course. Some folks let courses run themselves, which isn't helpful for the student.
- * Embrace it; it's actually challenging and fun (and may delay dementia).
- * Don't do it unless your department head and the Dean think that this is a worthwhile effort.

The initial

Frequently Asked Questions

1. Someone told me that it takes longer to teach an online course than a traditional course. Is that true?

It is reasonable to expect so. Planning and developing an online course takes much longer because you need to rethink the design and delivery, consider alternative ways to teach your content, engage students, find and create interactive and multimedia rich content and active learning opportunities, identify and sometimes learn appropriate technologies, and prepare to communicate a lot more detail than you are probably accustomed to providing. The time and effort is frontloaded and if you put the work in prior to the course beginning, then you save a great deal of time and chaos when you are actually teaching the course. When you are teaching, it may feel like it takes longer, and for some it may, but the time is flexible. Rather than a concentrated in-class period, you can spread that time out with a few minutes here and there to monitor and participate on the discussion board and respond to email.

2. How long does it take to develop an online course?

We believe that it takes a minimum of one full semester, and ideally at least 6 months. There is much more that goes into the development of an online course than we think until we are in the midst of it, and then we begin to realize all of the details. It is not only about the technology, but when you think about everything that you put into developing a traditional course, you now have to consider all of that plus – how will you deliver that content online? How will you plan for student engagement – with each other, with you, and with the content? How will you plan for assessment, both formative and summative? How comfortable are you with using technology and with knowing what technologies exist to help you? Where will you find support? Find our ideal schedule online at gvsu.edu/idel.