SIUE New REALITY eLearning Work Team Reporting Template
Final Reports are due by December 23, 2013
Submit to: shuffst@siue.edu and maschmi@siue.edu

Work Team: eLearning Faculty & Student Development

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Summarize what SIUE has been doing in the area under consideration by your work team. Please investigate the scope and success of SIUE's prior efforts. (Bullet points are fine.)

Students
- A survey of students' experiences with online and blended learning was conducted during November 2013. Results are reported in Appendix 1.
- Springboard provides an introduction to e-ID, Blackboard, and ITS resources for students
- Nursing provides an immersion course that introduces online learning requirements and strategies for success for new RN to BSN students.
- A new feature of the SIUE web site is a isting of blended (http://www.siue.edu/academics/blended-courses-spring.shtml) and online (http://www.siue.edu/academics/online-courses-spring.shtml) courses are available from links on the Academics page, thereby highlighting these offerings apart from the normal course schedule provided in Cougarnet.
- Web pages focused on the Summer session feature information and links to listings of online and blended courses.
- eBooks are available through Lovejoy Library, supported by LibGuides that provide tips on accessing eBooks (http://siue.libguides.com/ebooktips).

Faculty
- A course design seminar for faculty has been provided during the past three years with more than 100 faculty participants.
- Faculty Development workshops & Midweek Mentor sessions offered by the Office of Innovation and Effectiveness have focused on various aspects of online teaching.
- ITS provides training and support Web pages to assist faculty with various technical issues.
- ITS provides instructional design consultations for faculty who wish to explore ways to enhance their course design and online teaching strategies.
- Chancellor's Grants for new online programs were awarded in the Fall 2013 semester to several program areas.
- The School of Education offers Dean's Grants for faculty interested in developing online courses.
- Modifications have been made to the Form 94 approval process in order to streamline and accelerate the approval process.
- Budget resources dedicated to purchase of instructional equipment and Academic Computing resources are available.

Describe promising models from other universities that could be modified, adapted or enhanced for our campus.

- The *University of Central Florida* (http://online.ucf.edu/) features a comprehensive student and faculty web site that contains all necessary information for both groups of users. Information for faculty includes links to pedagogical models, professional development activities for teaching online, resources and forms, support for instructional design and technology. Professional development includes timely-topic seminars, stand-alone online seminars, a comprehensive training curriculum for faculty new to online teaching, LMS-specific training, and a faculty award for online teaching. Information for students includes registration, course selection and technical requirements tips for prospective students, overviews and LMS tutorials for current students, links to support and training (badges program for technology/LMS skills, and links to available courses and programs.
- The Online Campus at the University of West Florida (http://onlinecampus.uwf.edu/) provides a comprehensive set of instructions for online registration and setup, extensive tips for successful online learning (Gear Up for Online Learning), and links to all application, registration and bursar services (all are online).
- Many other universities provide similar information and services for their online students and faculty. The major features of most sites/models include a comprehensive system for managing online course registration in one location, a focus on prospective students that provides tips and suggestions for being a successful online learner, and resources and support for both students and faculty with regard to technology, including LMS, help-desk functions, instructional design, and a variety of professional development options for faculty and software/systems training options for students and faculty.
- Many universities offer comprehensive professional development for faculty that leads to "certification" for high-quality online teaching. Canisius College has a model for faculty development that includes "crash courses" in LMS, readiness assessments, a curriculum for developing course design and teaching skills, and a mentor-based "master" program built around an online faculty learning community (http://www.olc.canisiuscampus.net/workshops/teaching-online/online-faculty-development-path/). Texas A&M provides a comprehensive program that includes "core courses" as well as pedagogy- and technology-specific "electives" that meet certified online teaching standards (http://its.tamu.edu/Help___Training/Professional_Certification_in_Online_Teaching.php).
- Research conducted on faculty development strategies typically cites incentives as a primary component of any successful effort (e.g., Hagner, 2000 - https://net.educause.edu/ir/library/pdf/ERM0052.pdf). Recognition toward tenure/promotion is often mentioned as the most important incentive, along with financial support, teaching assistance for online courses, recognition and awards, and certificates of achievement or certification in online teaching.

Using what you have learned, please outline innovative ideas of your own. Again, please list these as bullet points.

- Provide comprehensive and easily-located services to students that include the following:
  - Readiness information or a survey for students to determine their capabilities for online learning (hardware requirements, connection speed measures, tips for success at online learning, time management suggestions, etc.).

- o Information and experience with the SIUE online environment (Bb, etc.) before students enroll for their first online or blended class. Possibilities include during New Student Orientation (a simple overview of Blackboard), or a link to "tips" or readiness measures that is "pushed" to students during the enrollment process.
  - o Tutorials and demos of online learning environments and tools that are introduced by faculty during the first few Gen Ed courses that students encounter in face-to-face settings. The rationale for this recommendation is that even face-to-face courses make some use of Blackboard, and students need instruction on using the tool to access course materials and communicate with faculty and fellow students. Modeling effective use of Blackboard early in the students' programs will allow more successful achievement in online environments later in programs.
  - o Information to aid decision-making for enrollment in online courses (sample syllabi, typical expectations, course meeting times posted in schedule, etc.).
  - o Seek ways for faculty to encourage students to become more active learners in all their courses, regardless of teaching mode.
- Establish a program to provide faculty with "certification/endorsement" as "master online teachers" that is tied in with Office of Innovation & Effectiveness initiatives. This program might include:
  - o Readiness measures for faculty.
  - o Standards for effective online teaching that are agreed upon by the faculty community.
  - o Samples and templates for course design shells.
  - o Incentives for training and course development.
  - o A comprehensive set of training and development opportunities including face-to-face seminars, online tutorials, mentoring opportunities and examples of various strategies and techniques for online teaching.
  - o A cadre of faculty who teach early Gen Ed courses and are prepared to help students acclimatize to online learning environments (e.g., Blackboard).

Please describe two short-term initiatives that your team views as priorities for SIUE. You should include a rationale and description of resources needed.

- Create "SIUE Online" - a comprehensive set of Web pages for all information necessary for students to be successful at online learning. The information could be provided through a variety of strategies prior to their enrollment in online or blended courses, and continuing through their academic career.

  Rationale: Students need access to information about online course and programs from one central location that is easily accessible and highlighted from the main pages of the University's Web site. Staff from the Instructional Design and Learning Technologies Center can work with Marketing and other groups to design and develop these pages.

- License the tool "Smarter Measure" (http://www.smartermeasure.com/)to be used to provide readiness assessments and feedback for students considering online or blended courses.

  Rationale: Students need to know whether they are prepared to be successful as online learners, and what they might do to become better prepared. This comprehensive solution provides extensive information and feedback based on student input. Resources to license this software

could be allocated from various sources including ITS, Student Services, and the Office of Assessment.

- Identify a viable incentive program that will allow expansion of professional development opportunities for faculty (e.g., online courses, summer sessions, May-term sessions, course design and online teaching awards).

  Rationale: Many faculty are interested in online teaching, but may not have the time or motivation to pursue the necessary training. Incentives can be provided in a variety of ways to increase the interest and participation of faculty to develop the skills necessary to teach online.

Please describe other short-term initiatives that your team would like to recommend.

- Establish standards and a curriculum path for faculty development as "master online teachers" (See draft model in Appendix 2)

  Rationale: The University currently approves courses for online delivery (Form 94), but has no direct way to assure quality teaching in those courses. The University should approach faculty development for online teaching in a comprehensive way that assures that faculty meet the standards necessary for quality course design, effective teaching methods, and appropriate use of technology tools. Standards for online teaching can be developed and by the Office of Innovation and Effectiveness working with the Faculty Senate and the Instructional Design and Learning Technologies Center.

Please list and describe three long-term initiatives that SIUE should consider to improve in the area under consideration by this work team.

Students

- Develop measures of student satisfaction with online and blended courses, and seek ways to correlate these measures with retention data.

  Rationale: Ongoing assessment of student satisfaction with online courses and services will provide important information that can be used by faculty and staff to improve the learning experiences of online students. The focus of these assessments should go beyond typical evaluation of teaching in order to identify technology problems that may have been encountered, suggestions for improvement of the course technologies and organization, etc.

- Seek ways to integrate digital literacy standards and outcomes into the undergraduate curriculum, including general troubleshooting and problem-solving skills.

  Rationale: Faculty have expressed frustration with the ability of many students to utilize technologies in effective ways to support their learning. It is important that students be able to critically navigate, evaluate, and create information using a variety of digital technologies. Faculty

can be made aware of digital literacy standards and encouraged to incorporate some aspect of these standards into their courses.

Faculty

- Create a comprehensive set of incentives that attract faculty for initial and continuing development as effective online teachers. This should include the establishment of an "Online Teaching" Award as a parallel award to the Teaching Excellence Award.

    Rationale: The requirements and difficulties of designing and teaching online courses are every bit as demanding as traditional teaching. Faculty need a variety of incentives that will convince them to focus their efforts on transforming their teaching to include online courses. In addition to monetary and resource incentives provided by various units that sponsor faculty development, the Teaching Excellence Awards Committee could develop criteria and review procedures to recognize the excellence of faculty who teach online or hybrid courses. Additional resources for awards may need to be allocated in recognition of excellence in online or hybrid teaching.

- Create a community of experienced and effective online faculty who will act as mentors to faculty who wish to expand their teaching skills into the area of online teaching.

    Rationale: The summer course design seminar incorporates mentors who advise participants on course design issues. Faculty who participated in the seminar expressed interest in continuing a mentoring program beyond the summer seminar. Procedures for mentor selection and resources for supporting mentoring activities throughout the year can be identified and developed by the Office of Innovation and Effectiveness, working with the Instructional Design and Learning Technologies Center.

- Modify Tenure and Promotion policies to recognize and reward successful online teaching and online course development activities.

    Rationale: Course design and teaching activities for online courses are significantly different than the demands of face-to-face teaching. Comments made by faculty during summer course design seminars and in a survey administered by ITS in January 2013 indicate that many departments do not value online teaching. Some faculty members (especially newer faculty) have been advised by colleagues not to pursue the development of online courses because such activities will not help achieve tenure, and are a waste of time. Tenure and promotion policies should recognize online teaching as a valid activity that has equal status with face-to-face teaching.

Appendix 1.

<div align="center">
REALITY Student Survey Responses
Through December 12, 2013
Prepared by Wayne Nelson & Emily Martin
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The REALITY working groups for Faculty and Student Development, Business Processes, and Enrollment collaborated to develop a survey for students. The online survey was made available to students enrolled in the working group members' courses between November 7, 2013 and December 2, 2013. Data from the survey is summarized below.

Total responses through December 2, 2013:   133

Distribution of Respondents by Class:

	Percentage
Freshman	8%
Sophomore	22%
Junior	25%
Senior	44%
Grad	2%

Distribution of Respondents by Unit:

	Percentage
CAS	64%
Business	8%
Dental	1%
Engineering	17%
Education	2%
Nursing	4%

Experience with Online and Blended Courses

Course Online?
% No 53
% Yes 47

Course in Major?
% No 71
% Yes 22

Hybrid Format?
% No 62
% Yes 38

Dropped a Course?
% No 79
% Yes 13
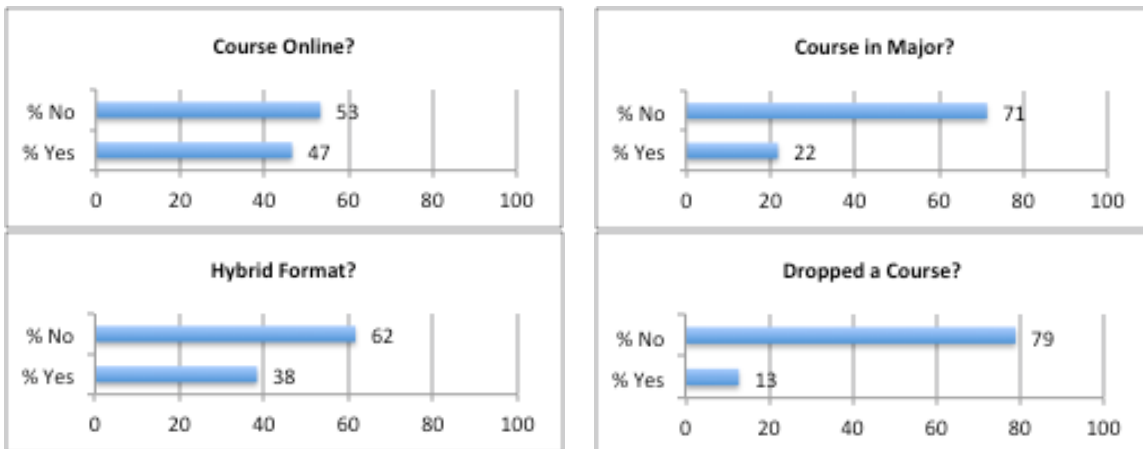
Preferences for future enrollment

What type of course / would you prefer to take in either a hybrid or fully online format (Click all that apply)?

Preferences for Future Enrollment (Frequencies)

Gen Ed	Major	Elective	Clinical
96	36	81	19
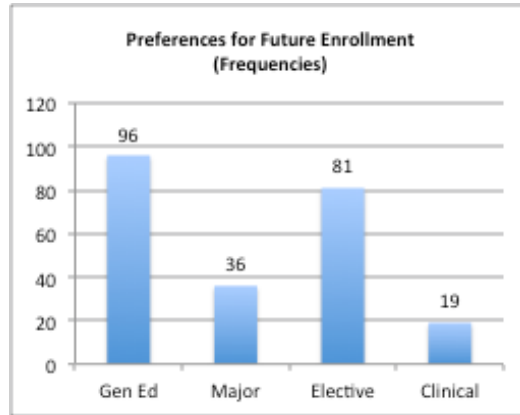
What type of course would you NOT want to take in either a hybrid or fully online format (Click all that apply)?

Plan to Avoid These Course Types (Frequency Count)

Gen Ed	Major	Elective	Clinical
~17	~79	~16	~61
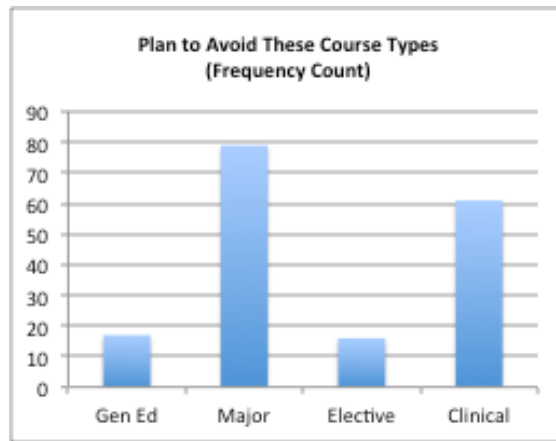
Preference for various learning conditions

	1	2	3	4	
Learn by Reading					Learn by Doing
Enjoy Writing					Dread Writing
Value Class Discussion					No Value in Class Discussion
Likely to Ask for Help					Unlikely to Ask for Help
Comfortable Using Technology					Uncomfortable Using Technology
Excellent Time Management Skills					Poor Time Management Skills
Highly Self-motivated					Very Dependent on External Motivators
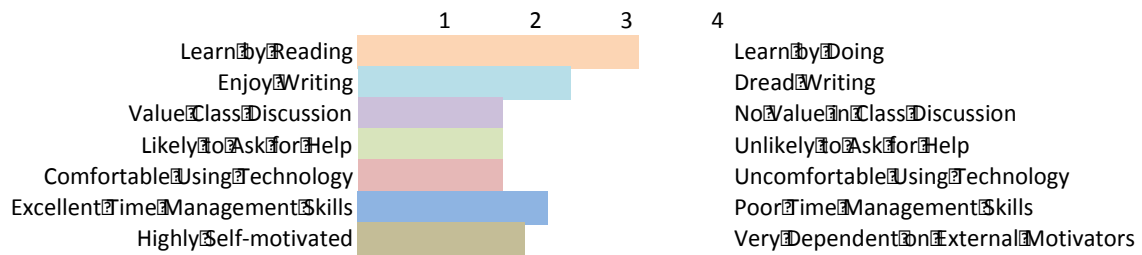
What were your actual experiences after taking an online course(s)?

	1	2	3	4	
Easier than face-to-face					Harder than face-to-face
Using technology was easy					Using technology was difficult
Learning was enhanced by online activities					Learning was hindered by online activities
Took much less time than face-to-face					Took much more time than face-to-face
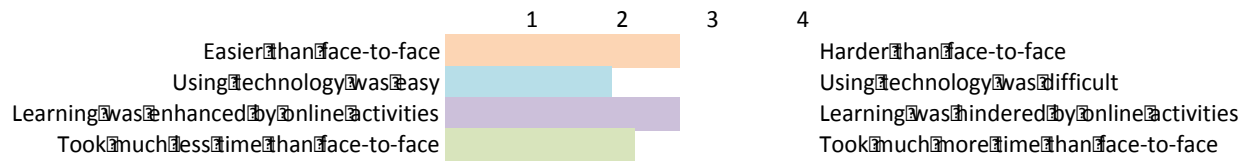
Degree of agreement with statements describing course design parameters (Strongly Disagree = 1, Strongly Agree = 4).

Course activities helped establish a connection with instructor	1.4
Well balanced use of media	2.0
Activities helped get to know other students	1.3
Tools were easy to use	2.3
Resources enhanced understanding	2.1
Content well-organized	2.4
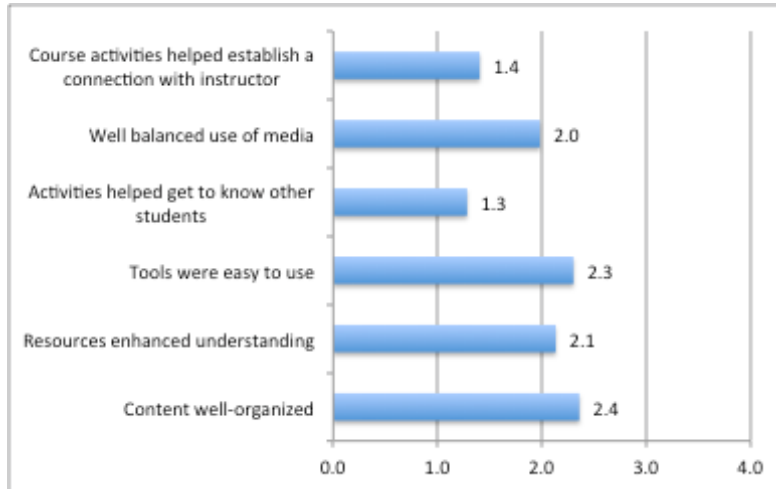
You indicated earlier that you have experience as a student in a hybrid or online course. How many of the total courses you've taken were completed at SIUE? How many were completed elsewhere?

	At SIUE	Elsewhere
Frequency	58	138

Results from Open-Ended Response Questions

Categories of responses were established during the analysis, and the frequencies of responses in each category are provided in the following charts.

What barriers /challenges did you encounter in your online or hybrid course(s)?

Sample comment: "There was no interaction with the students or the teacher."

Category	Frequency
Lack of interaction/community	11
Lack of time management skills	5
Technical limitations	4
Poor course design/instruction	3
Lack of technical skills	2
Trouble with course organization/navigation	2

What should be done to improve the services for students taking online or hybrid classes?

Sample comment: "The professor still needs to interact even if it is online."

Category	Frequency
Improve professor/student interaction	7
Offer more online/hybrid courses	4
Offer more technology help	2
Improve course design/instruction	2
Offer more face-to-face time	2

What information would be helpful to you in deciding whether to take an online or hybrid course?

Sample comment: "...to see a sample of what the course would be like."

Category	Frequency
Sample of the course	16
Review of the professor and the course	8
Information about online learning in general	6
Time requirements	3
Costs	2

What should be covered in an orientation to online or hybrid learning, and when should it be made available?

Category	Frequency
Using and navigating Blackboard	18
Expectations of an online student	14
Descriptions of online and hybrid classes	2

If your best friend indicated that s/he was considering taking an online or hybrid course, what advice would you give?

Sample Comment: *"Do it, but make sure they are motivated to be able to set aside the required time for the course and assignments. "*
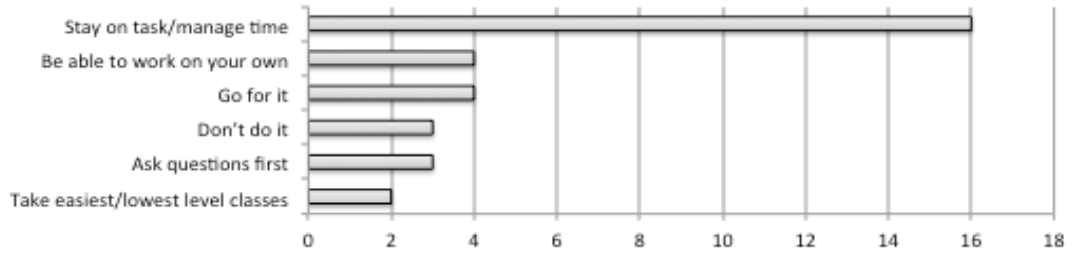
Appendix 2.

A draft model for comprehensive faculty development and "certification" as "master online teachers"

LEARN

Grandfathered in by Blended Summer Seminar completion, or interview/application.

Digital Teaching
Online course – 8 hours Introduction to various strategies and best practices for online teaching.

Design Thinking
Online course – 8 hours Gain experience using structured design thinking processes to generate and evolve ideas about course design.

Digital Learning
Online course – 8 hours Study and analyze various characteristics of online students and ways that learning can be facilitated in an online environment.

Technology Tools
Online course – 8 hours Gain proficiency in managing online learning opportunities using a variety of tools.

DESIGN

Grandfathered in by Form 94 and QM Review (or Blended Summer Seminar)

Create Syllabus
In consultation with IDLT staff, faculty member produces a syllabus for an online / blended course.

Submit Form 94 (if necessary)
Faculty member submits Form 94 for the course, if not already approved.

Develop Course Shell
With support from IDLT staff, faculty member develops a course shell that represents the design as specified in the syllabus/ course plan.

Complete QM Review
Course shell and syllabus are submitted for QM peer review as final step in approving the course to be taught.

TEACH

Grandfathered in by documentation of previous online teaching.

Implement course
(2 courses?)

The faculty member teaches the designed course, collecting data about student achievement and perceptions as outlined in the course plan.

1. Collect student assessment data

Student assessment data aligned with the course goals and objectives are analyzed for reporting in Reflection stage.

2. Collect student perception data (SET course evaluation form and other data)

Data regarding students' perceptions of instruction are analyzed for reporting in the Reflection stage.

REFLECT

Grandfathered in by reflection artifact (e.g., self or peer reports from tenure, evidence of peer mentoring, attendance/presentation at conferences, journal contributions).

Report on Course Effectiveness
A report of how the course met learning outcomes (student assessment) and the relationship of student satisfaction (SET course evaluation form) is submitted. In particular, the levels of congruence between course objectives and student outcomes are discussed.

Evidence of Integration
- Evidence from midpoint, tenure or promotion dossiers
- Presentation at local Digital Teaching Summit (to be established)
- Presentations at regional / national conferences
- Journal articles related to technology / online integration into teaching

Certificate of Achievement
Awarded to