

# Online & Hybrid Faculty Convocation: 2014 Distance Learning Services

*January 14, 2014*



# Agenda

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- Welcome & Staff Introductions
- Instructional Design Services
- Professional Development Beyond Certification
- Available Instructional Technology
- Q&A

# Welcome & Staff Introductions



# ODL Staff

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# Instructional Design Services



# Service Delivery Plan

## OFFICE OF DISTANCE LEARNING INSTRUCTIONAL DESIGN SERVICE DELIVERY PLAN

### Initial Meeting with ID (required):

- 1) Confirm DH support
- 2) Approve Faculty Certification Plan
- 3) Approve Course Development Plan

### Faculty Certification Plan *(Faculty teaching OL/HY courses must hold one of the following by SP14)*

#### ULearn Certified Online Teacher (pick one option):

- 1) QM training + 3 Sloan-C workshops
- 2) QM training + portfolio
- 3) QM training + Effective Online Teacher workshop *(not yet offered)*

#### ULearn Certified Course Designer (pick one option):

- 1) QM training + Course Design Practicum
- 2) QM training + portfolio

### Ongoing Opportunities for Professional Development / Growth:

- Share Fair
- Moodle Users Group (MUG)
- Tech Tools webinars
- E-Pedagogy webinars and workshops
- Faculty Recognition: Master Certification / CEUs
- Vendor Training QAQC

**Course Development Plan** *(Any faculty member teaching OL/HY has access to the items in the "Course Development" section; the questionnaire below will assist ODL staff in providing specific / customized service; CDP participants will have a direct path to this)*

Complete questionnaire, including (but not limited to):

- Which course is being developed?
- Is it currently taught face-to-face? HY/OL? If yes, who is teaching it?
- Is the course you plan to develop coded HY/OL? Is your name coded to that section?
- When is the course going to be taught?
- Is the course part of (or in support of) an OL program?
- Select which services offered by the ODL ("Course Development" section) you would like to use.

**Course Development** *(In the development phase, faculty members have access to the following resources, tools, and consultations.)*

- Template (program-specific)
- Custom course banners and labels
- Moodle features consultation (Resources, Activities, Blocks)
- Technology Tools (EDUTools) Consultation and training (including text book integration, web conferencing, lecture capture, Turnitin, student authentication, proctoring)
- Peer Mentoring (Level-1)

#### Before Course Begins (checklist):

- Course coded correctly
- Mini-Review (ODL staff)
- Implement changes

**During Course Delivery** *(While delivering, faculty members have access to the following resources, tools, and consultations.)*

- EDUTools support
- Peer Mentoring (Level-2)
- Ongoing Opportunities *(see grey box)*

#### After Course Delivery

- Debrief and improvement session (with ODL and/or program coordinator)
- Begin process of ULearn Course Certification

Continuous improvement

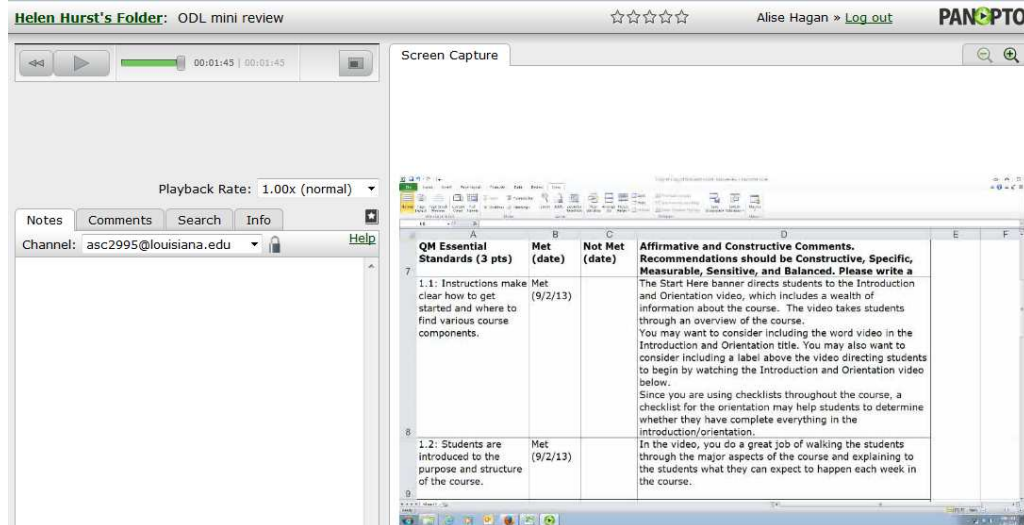
# One-to-One Consultation with ID

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- Determine faculty certification plan
- Determine course development and certification plan
  - Before course delivery
  - During course delivery
  - After course delivery

# Mini Reviews

- 21 essential standards reviewed prior to course delivery
- Faculty testimonial by Dr. Helen Hurst



The screenshot shows a Panopto video player interface. The top bar includes the title "Helen Hurst's Folder: ODL mini review", a star rating, the user "Alise Hagan", and a "Log out" link. The video player controls show a progress bar at 00:01:45 / 00:01:45 and a playback rate of 1.00x (normal). Below the video player, there are tabs for "Notes", "Comments", "Search", and "Info". The "Notes" tab is active, displaying a table with the following content:

QM Essential Standards (3 pts)	Met (date)	Not Met (date)	Affirmative and Constructive Comments. Recommendations should be Constructive, Specific, Measurable, Sensitive, and Balanced. Please write a		
7 1.1: Instructions make clear how to get started and where to find various course components.	Met (9/2/13)		The Start Here banner directs students to the Introduction and Orientation video, which includes a wealth of information about the course. The video takes students through an overview of the course. You may want to consider including the word video in the Introduction and Orientation title. You may also want to consider including a label above the video directing students to begin by watching the Introduction and Orientation video below. Since you are using checklists throughout the course, a checklist for the orientation may help students to determine whether they have complete everything in the introduction/orientation.		
8 1.2: Students are introduced to the purpose and structure of the course.	Met (9/2/13)		In the video, you do a great job of walking the students through the major aspects of the course and explaining to the students what they can expect to happen each week in the course.		





# Formal Peer Review Process

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- Based on Quality Matters
- Leads to ULearn Course Certification
- Rotation of courses:
  - **Priority:** courses part of or in support of online / hybrid programs
  - Other courses reviewed based on:
    - Frequency of offering
    - Requests from programs / departments
    - Practicum participants
    - Course design award winners
- Upcoming reviews set to begin in May and December



# Professional Development Beyond Certification



# Upcoming Conferences

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- **EDUCAUSE Learning Initiative Annual Meeting** (*February; New Orleans, LA*)
- **Instructional Technology Council eLearning 2014** (*February; Orlando, FL*)
- **Learning Solutions Conference & Expo** (*March; Orlando, FL*)
- **Sloan-C Emerging Technologies for Online Learning** (*April; Dallas, TX*)
- **Online Journal of DL Administration Conference** (*June; Jekyll Island, GA*)
- **Quality Matters Annual Conference** (*September; Baltimore, MD*)
- **EDUCAUSE Annual Conference** (*September; Orlando, FL*)
- **Sloan-C International Conference on Online Learning** (*October; Orlando, FL*)
- **North American Council for Online Learning** (*November; Palm Springs, CA*)
- **WCET Annual Meeting** (*November; Denver, CO*)



# QM Live!

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- Interactive, resource-packed 2-hour web conferencing workshops between semester
- Topics with “take aways” to apply immediately
  - Introduction and Overview: Helping Students Get Started
  - Setting Expectations & Learner Support
  - Accessibility & Universal Design
  - Connecting Objectives and Assessments
  - Assessment Criteria
  - Engaging Learning Activities
  - Consider Your Instructional Materials
- <https://www.qualitymatters.org/live>



# Sloan-C Workshops

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- Categories
  - Week-long, asynchronous workshops
  - 4-hour synchronous webinars with required pre-work
- Tracks
  - Online Design
  - Online Learners
  - Online Tools
  - Online Management



## Upcoming Workshops:

- Designing Effective Assessment Strategies
- Developing and Interactive Syllabus
- Developing Effective Presentations
- Developing Rubrics
- Introduction to Copyright and Fair Use
- New to Online: Effective Feedback Strategies
- New to Online: Introduction to Audio and Video
- New to Online: Strategies for Increasing Engagement and Interaction
- New to Online: Supporting New Online Learners
- New to Online: The Essentials
- Strategies to Promote Academic Integrity
- Writing Effective Learning Objectives
- YouTube for Learning

# Magna Publications Workshops

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- 20-minute “Mentor Commons” videos, with four topic areas specifically for Teaching Online:
  - Online Course Design
  - Online Engagement
  - Online Grading & Feedback
  - Technology
- Additional topics for DL, including Managing Online Faculty, Marketing & Retention, Online Legal Issues, Online Program Administration, Online Program Quality, and Online Technology



<http://apfd.louisiana.edu/content/programs/online-seminars>

# Course Design Practicum

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- 10-week, online design-build experience
- Participants will:
  - Begin the design of an online or hybrid course
  - Integrate QM standards into the design
  - Experiment with various technology to determine ways to promote student engagement
  - Review an online course
  - Have own course design reviewed



**Next  
Offering:  
May 19-  
July 24**

# Upcoming Events

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- **February 7-23:** Applying the QM Rubric
- **February 18:** Share Fair
  - 1:00-4:00: Alumni Boardroom
- **March 13:** Moodle Users Group (MUG)
  - 2:00-3:30: Library Lounge (2<sup>nd</sup> floor)
- **May 16-June 1:** Applying the QM Rubric
- **May 19-July 24:** Course Design Practicum
- **Mid-May:** Summer Course Reviews
- **August 1-17:** Applying the QM Rubric
- **Mid-December:** Winter Course Reviews





# Available Instructional Technology



# Moodle Design vs. Moodle Support

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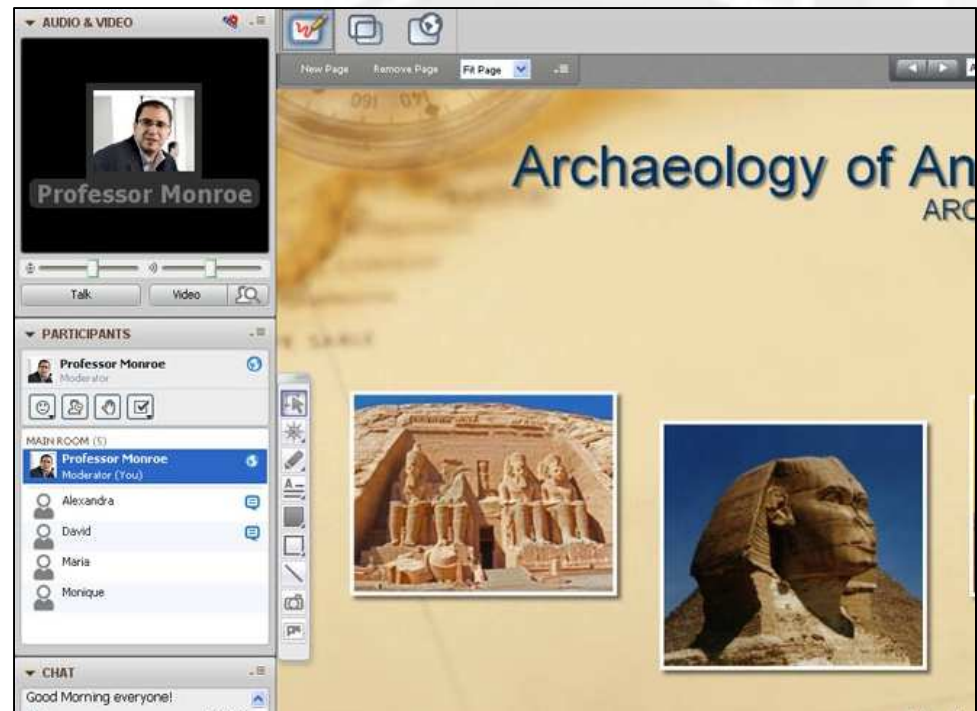
- Moodle Design (OFC)
  - Interface, layout, and navigation (Template)
  - Activities and Resources that align with goals
  - Student engagement ideas
  - Assessments that measure outcomes
- Moodle Support (Help Desk)
  - “How To” questions
  - Broke/fix issues



# Web Conferencing

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- BlackBoard Collaborate
- Synchronous & Asynchronous
- Student engagement & presentations



# Lecture Capture

- Panopto
- Recorded audio, screen presentation and webcam video
- Moodle Integration for notes & chat
- Share through Moodle or URL links
- Faculty Perspective: Lisa Delhomme

The screenshot displays the Panopto interface for a lecture titled "Lecture Capture on Future of Distance Learning" by Luke Dowden. The interface includes a video player on the left, a table of contents in the middle, and a slide on the right. The slide content is as follows:

**E-Learning Environment: EDUTools**

- Web-Conferencing Virtual classrooms piloted and purchased
- Piloted **virtual Proctoring** option & researching other options
- Piloting and will purchase a **Lecture Capture** software solution for faculty
- Launching **Turnitin.com** through Moodle

**Sections Made Visible in Moodle**

Section	Visible	Hidden	Total	% of Total Visible
11	1678	2360	4038	42%
8	1361	1442	2803	49%
Week	+288			

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**Faculty Preparation Opportunities**

1. Dean Consortium Membership
2. JOL Workshops
3. Distance Learning Center Introduction to Online Learning Center Design Practicum
4. Quality Matters Workshop Moodle Workshops



# TurnItIn

- Originality Detection Service and Grading Tool
- Compares student work with database of published materials and other uploads
- Can be used by students for self-test and as teaching tool for proper citations
- Moodle Integration through Assignments

The screenshot shows a TurnItIn Originality Report for a document titled "falls in the elderly" by Student 3 Student. The report indicates a similarity of 88%. The document content is displayed in the center, with a summary section highlighted in green. The summary text reads: "Background Falls in elderly people are a common presenting complaint to accident and emergency departments. Current practice commonly focuses on the injury, with little systematic assessment of the underlying cause, functional consequences, and possibilities for future prevention. We undertook a randomised controlled study to assess the benefit of a structured interdisciplinary assessment of people who have fallen in terms of further falls. Methods Eligible patients were aged 65 years and older, lived in the community, and presented to an accident and emergency department with a fall. Patients assigned to the intervention group (n=184) underwent a detailed medical and occupational-therapy assessment with referral to relevant services if indicated; those assigned to the control group (n=213) received usual care only. The analyses were by intention to treat. Follow-up data were collected every 4 months for 1 year. Findings At 12-month follow-up, 77% of both groups remained in the study. The total reported number of falls during this period was 183 in the intervention group compared with 510 in the control group (p=0.0002). The risk of falling was significantly reduced in the intervention group (odds ratio 0.739 [95% CI 0.237-2.366]) as was the risk of recurrent falls (0.733 [0.167-3.268]). In addition, the odds of admission to hospital were lower in the intervention group (0.761 [0.357-1.651]) whereas the decline in Barthel score with time was greater in the control group (p=0.00001). Interpretation The study shows that an interdisciplinary approach to this high-risk population can significantly decrease the risk of further falls and limit functional impairment."

On the right side of the report, a list of matches is shown:

- 80% match (publications) - Close, Jacqueline Ellis, Margaret Hooper. "Prevention of falls in the elderly trial (PROFET): a randomised controlled trial." The Lancet, Jan 9 1999 Issue
- 6% match (internet) - <http://www.mednwh.unimelb.edu.au>
- 1% match (Internet from 10/25/02) - <http://www.mja.com.au>
- < 1% match (Internet from 11/26/06) - <http://intl-stroke.ahajournals.org>
- < 1% match (internet) - <http://www.journaldoc.com>
- < 1% match (internet) - <http://www.db.sa.gov.au>
- < 1% match (internet) - <http://emj.bmjournals.com>
- < 1% match (publications) - Close, JCT Hooper, R Glucksman, E Jackson. "Predictors of falls in a high risk population: results from the prevention of falls in the elderly trial." Emergency Medicine Journal, Sept. 2003 Issue

At the bottom, the introduction text is shown with a 1% match: "Introduction There is a need for strategies to prevent falls in older people. 1, 2 The cost of falling is high both to"

# Browser Checker

- Link in Moodle Student & Faculty blocks
- Runs scripts to detect:
  - Browser versions
  - Plug-ins
  - Java version
  - Connection speed
- Reports on status (and alerts to issues)

Description	Status	Details
Browser Check	✓ Good	Firefox 26.0 is good!
JavaScript enabled	✓ Good	Your JavaScript is enabled.
Java plug-in	✓ Good	You have Java plug-in version 1.7.0_45
Popup Blocker Check	✓ Good	Good to go!
Flash Check	✓ Good	You have Flash 11.9 r900
Adobe Acrobat plug-in	✓ Good	You have the Adobe Acrobat plug-in installed.
Connection speed	✓ Good	Your connection speed of 2285362 bps is good, although for the best performance we recommend 3,000,000 bps or higher.
Cookie Check	✓ Good	Cookies are enabled.

After making any changes [click here to retry this test](#)



# Virtual Proctoring

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- ProctorU Proctoring Service
- Instructors must schedule exams through OFC
- Students pay for each exam
- Proctor authenticates & examines surroundings via webcam
- Test process is observed, recorded & reviewed
- Instructor is notified of any issues



# Let's Hear from You!

## *Faculty Q&A*

