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**Five (5) $25 gift cards** will be awarded
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JUST IN TIME ONLINE

Getting your face-to-face course online in an emergency

Presenters:

Chris Dickman, Instructional Designer
Jessica Mansbach, Coordinator of Teaching and Learning Development
INTRODUCTION
PROJECT IMPETUS AND FORMATION

• University review of business continuance plans
  – Polar Vortex 2019
  – Want to avoid increased class cancellation
• IT tasked with online course continuance solution
  – Infrastructure existed, knowledge base did not
• Needed to develop a training to help faculty put class session or activity online "in a pinch"
PROJECT OUTCOMES

By the end of the training, we wanted faculty to be able to:

• adapt an on-ground, face-to-face class for conducting a class session online on short notice
• be prepared to maintain continuity of on-ground, face-to-face classroom settings regardless of availability of a physical classroom space on campus
CAMPUS GROUPS + DEPARTMENTS INVOLVED

- Academic and Data Services (ADS)
- Information Technology Services (ITS)
- Service Desk
- Office of Online Learning (OOL)
- Digital Media Services (DMS)
- Faculty Center for Ignatian Pedagogy (FCIP)
- Instructional Technology and Research Support (ITRS)
TRAINING DESCRIPTION
LEARNING OUTCOMES

1. Adapt your class from a face-to-face to an online experience during a campus disruption

2. Set and manage technology and course expectations for your students in the wake of a disruption

3. Communicate with your students through a number of channels during a disruption

4. Access numerous support resources during unforeseen disruptions
FOUR MODULES

1. Adapting Your Class from a Face-to-Face to an Online Experience
2. Setting and Managing Technology Expectations for Class Participants
3. Communicating During a Campus Disruption
4. Getting Support for Instructors and Students During a Disruption
INTENDED AUDIENCE

Faculty who:

• Teach a face-to-face course
• Are new to teaching online at Loyola
• Need a refresher or introduction to putting activities online at Loyola
CHOOSE YOUR OWN ADVENTURE

Activities

Submit an Assignment

Lecture

Discussion

Read or Watch

Tools

Sakai Lessons

Sakai Email

Sakai Assignments

Zoom

Sakai Forums

Panopto

Student Presentation
CHOOSE YOUR OWN ADVENTURE

Tools

Sakai Lessons
Sakai Email
Sakai Assignments
Group Assignments
Next Module
Zoom
Breakout Rooms
Sakai Forums
Group Forums
Panopto
TRAINING DEMONSTRATION

Launch Demonstration
PROCESS
PROCESS

Large Group
- Course Level Learning Outcomes
- Target Audience
- Technology Decisions

Feedback
- Instructors and Instructional Designers
- Various Technology Skill Levels

Content Area Groups
- Content Development
- Module Level Learning Goals

Overall Course Design
- Articulate 360 Template
- Course Navigation
- Course Consistency
LARGE GROUP COLLABORATION

• At the beginning of the project, the project team met as a large group to design and define the project

• Throughout the project, the large group met regularly for check-ins and reevaluating project decisions and direction
CONTENT AREA WORK GROUPS

Module-Level Goals

- Write learning goals for each module

Content Development

- Develop content for the training
  - Organized by expertise (e.g. support, instructional, etc.)
COLLABORATION TECHNOLOGY & LOGISTICS

• Large Group
  – Primarily met in person and over Zoom and communicated via email
  – Shared resources thorough OneDrive

• Content Area Groups
  – CAGs could decide how to collaborate
  – Lessons learned: sharing Articulate 360 document

• Technology Used for End Product
  – Articulate Storyline 360
OVERALL COURSE DESIGN

• Content Area Groups had some control over design of their modules

• Some consistencies throughout design (DMS)
  – Articulate 360 Template
  – Course Navigation
  – Course Consistency
FEEDBACK

• Internal Feedback
  – Large Group
  – Content Area Groups

• External Feedback
  – Instructors and Instructional Designers
  – Various Technology Skill Levels
WHAT'S HAPPENING NOW

Published
• “Just in Time Online” is published and available to faculty
  • Promotion

Implementation
• Faculty Feedback
  • Faculty Questions

Evaluation and Review
• Annual Review and Updates
## FEEDBACK, ROADBLOCKS, & LESSONS LEARNED

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<tr>
<th>External Feedback</th>
<th>Roadblocks</th>
<th>Lessons Learned</th>
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<td>• Purpose</td>
<td>• Faculty buy-in</td>
<td>• Clear roles in development</td>
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<td>• Content</td>
<td>• Student access to technology</td>
<td>• Disadvantages of multiple versions of documents</td>
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<td>• Navigation</td>
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<td>• Additions</td>
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<td>• Future Use</td>
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**Loayola University Chicago**
COLLABORATIVE PROJECT PLAN TEMPLATE
PLAN YOUR OWN COLLABORATIVE PROJECT

• Use the handout to begin planning your own collaborative project.
• Find 2-3 people you don't know and compare your collaborative project plan.
• We will discuss common roadblocks as a group.
https://bit.ly/2qBFI7f
QUESTIONS

Do you have any additional questions?
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