

An Evidence-Based Framework for Building Robust Online Learning Programs

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ONLINE LEARNING™
CONSORTIUM



Remote Teaching vs. Online Teaching

- Emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances.
- Online learning results from careful instructional design and planning, using a systematic model for design and development

<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning#fn8>



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Online Initiative Framework



Leadership and Vision



- Unifying
- Linked to institutional vision
- Appropriate to target audience
- Clearly communicated to all stakeholders

Strategic Planning

- Where do you want to be in 3-5 years?
- What is unique to your institution?
- What are the needs of local employers?
- What are the needs of your students?



Governance

- Compliance
- Committees
- Faculty Voices
- Student Voices
- Policy Framework



Curriculum

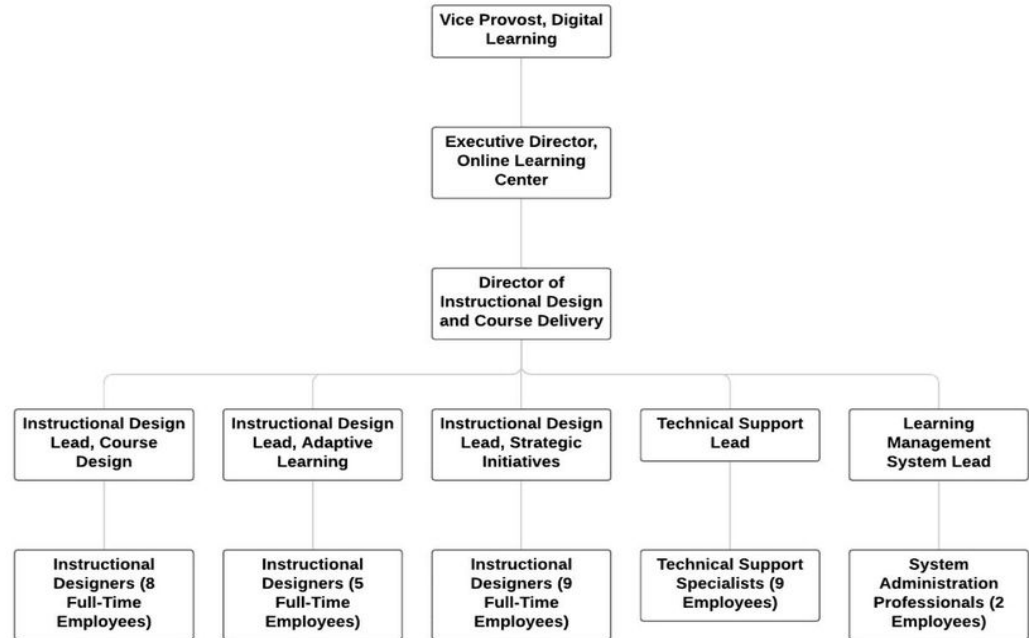
- Responsive to market needs
- Derived from institutional strengths
- Supporting students to get relevant jobs
- 80% of your students will be within 100 miles of your campus

Red Ocean Strategy	Blue Ocean Strategy
Compete in existing market space	Create uncontested market space
Beat the competition	Make the competition irrelevant
Exploit existing demand	Create and capture new demand
Make the value-cost trade-off	Break the value-cost trade-off
Align all the firm's activities with its strategic choice of differentiation or low cost	Align all the firm's activities in pursuit of differentiation and low cost

Organizational Structure

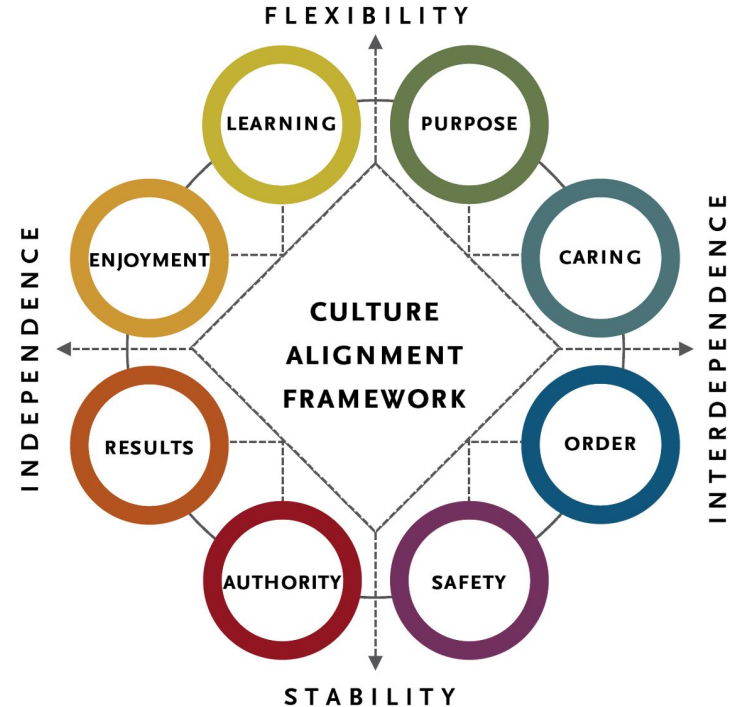
- Structure meets function
- Supportive of key activities
- Planned growth over time

Southeast Public University Organizational
Chart: Online Learning Center



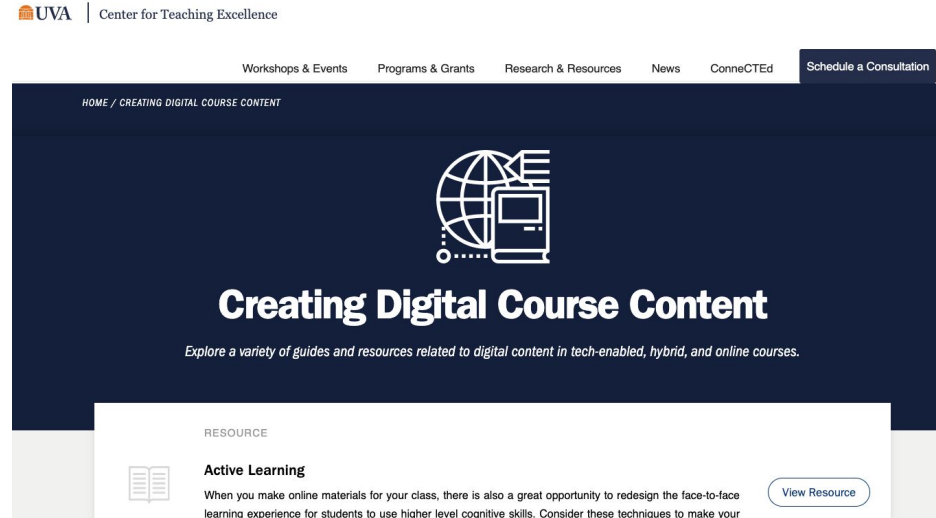
Organizational Culture

- Growth Mindset
- Interest in Innovation
- Team vs. Solo
- Metrics to Measure



Faculty Training and Support

- Buffet of options: self-serve, faculty stories, webinars, self-paced courses, cohort courses, pop-ups, etc..
- Remuneration
- Promotion and Tenure
- Policy - If you teach online then you must learn how to teach online



Student Support

- Orientation
- Technical
- Tutoring
- Career
- Mental Health
- Financial Aid
- Veterans
- Academic Calendar
- Disability Services
- Library
- Tips for how to learn online



Community of Inquiry (CoI) White Paper

https://drive.google.com/file/d/1xfvrUZPaVQvTmBnHNFJLk00xbnZKOg_/view?usp=sharing

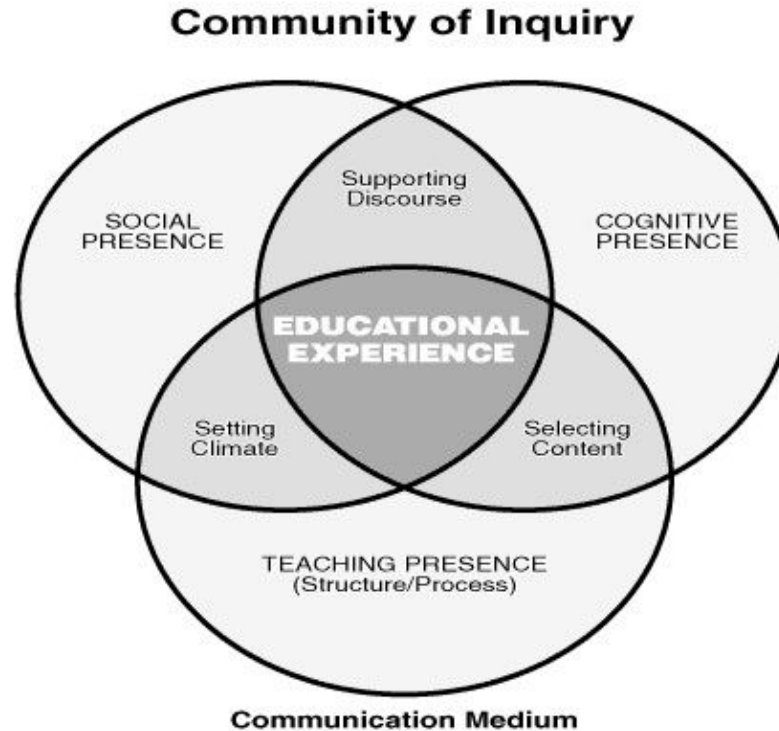


Figure 1. Elements of an educational experience (Garrison, Anderson, & Archer, 2001).

20 Tips Cognitive Presence

<https://cte.virginia.edu/resources/online-cognitive-presence>

20 Ways to Create Cognitive Presence Online

1. Start with the end in mind. Clearly communicate to students what they will learn in class.
2. Provide a variety of assignments that students can pick and choose from to demonstrate learning.
3. Provide a variety of different types of content and assignments: video, writing, audio, reflection, team-based work, readings, games, etc.
4. Provide many low-stakes formative assessment opportunities.
5. Encourage reflection.
6. Design discussion prompts and dive deep into engaged discussions.
7. Use roleplaying activities to illustrate multiple points.
8. Have students lead discussions.
9. Develop group work where students work as teams.
10. Provide peer-review opportunities with clear rubrics for assessment.
11. Connect current learning content to previous content/learning.
12. Have students reflect on what they are learning now and how they will use this knowledge in the future.
13. Encourage multiple perspectives and dialogue to understand those perspectives.
14. Model and support diverse points of view in online discussions.

20 Tips Teaching Presence

<https://cte.virginia.edu/resources/online-teaching-presence>

20 Ways to Create Teaching Presence Online

1. Create an introductory video of yourself for your students and don't be afraid to let students learn more about you personally – pets, family photo, book you are reading, etc.
2. Check in with students regularly and reach out to those who fall behind.
3. Hold online office hours.
4. Resolve student problems and questions.
5. Be present in discussion forums.
6. Provide timely, actionable, and substantive feedback.
7. Provide clear expectations on how students can reach you both synchronously (office hours) and asynchronously (email, text, etc.).
8. Clearly explain how the assignments will help students obtain the learning objectives.
9. Include early activities to make students comfortable with technology.
10. Ask students to turn on their webcams.
11. Show up 10-15 minutes early to class.

20 Tips Social Presence

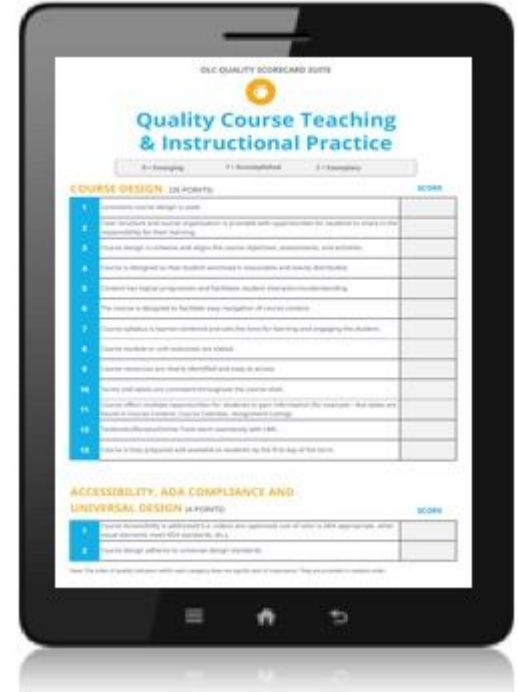
<https://cte.virginia.edu/resources/online-social-presence>

20 Ways to Create Social Presence Online

1. Post a welcome message to the course, setting expectations for communication.
2. Create course rules for what is and is not acceptable.
3. Publish a guide to "netiquette" as part of the course materials.
4. Have students post profiles or introductory videos of themselves and their interests.
5. Include visiting during office hours as a graded assignment with a sign-up sheet for coming in 10- or 15-minute intervals either alone or, for larger classes, coming in groups of 3-5.
6. Allow students to do assignments that align with their personal interests.
7. Design courses for learner choice, flexibility, and control.
8. Encourage all students to participate and respond to each other in discussion boards.
9. Encourage or require participation in class discussions.
10. Have students incorporate content from the discussions or discussion forums into their assignment.
11. Model posting and responding on discussion forums and in class activities.
12. Have team-based, collaborative or problem-solving activities.
13. Encourage both peer-to-peer and peer-to-instructor connections.

Quality

- Establish quality metrics
- Integrate into workflow



Thank You & Takeaways

- You must have leadership buy in to be successful.
- Establish policies (training, quality) and organizational structure early.
- Quality is critical.
- Design and teach using the Col framework.
- Listen to and support your students and faculty.
- Find your blue ocean opportunities - do your market research!

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Handout: https://docs.google.com/document/d/18xkj81Wikot5Rq3HskNgpvtraZe-Z13ll_AV1s3wZes/edit?usp=sharing

Evaluate Sessions and Win!



- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded

Must submit evals using the OLC conference website, enhanced platform, or mobile app