Ramping Up Skills to Meet the COVID Challenge

Lessons from an Online Teaching Training Program

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AGENDA

- Setting the Stage: About Babson
- The Birth of OTTP
- Key Decisions: Designing OTTP
- If You Build it... Will They Come (?)
- The Program: What it Looked Like
- Hear from Our Faculty
- Outcomes and Lessons Learned
- Q&A
ABOUT BABSON COLLEGE

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Best MBA for Entrepreneurship (27 Consecutive Years Running)

Best Undergraduate School for Entrepreneurship (24 Consecutive Years Running)

Approximately 2,350 undergraduate and 1,000 graduate students.

Global student body representing more than 80 countries.

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WHERE TO BEGIN: ATI & CELT

PROGRAM & CONTENT DEVELOPMENT
Video, Interactive, Course Development

TRAINING & FACULTY DEVELOPMENT
Start of semester training, workshops, brown bag lunches, Boot Camp, etc.

INSTRUCTIONAL DESIGN TEAM
Instructional & Graphic Designers as well as Technologists partnering with faculty

PROGRAM & FACULTY SUPPORT
Formal, drop-in & on-the-spot; long-term & quick fixes

INNOVATIVE TECHNOLOGIES & APPROACHES
innovation.babson.edu
THE BIRTH OF OTTP

- All students vacated with spring break
- Faculty scrambled to shift coursework
- CELT & ATI provided support
- CELT & Dean's Office survey faculty & students
Faculty Experience with Online Teaching

Online teaching experience by position (March 2020)

- **All Faculty**:
  - Experienced: 47%
  - Limited: 28%
  - None: 25%

- **Full-Time**:
  - Experienced: 53%
  - Limited: 25%
  - None: 22%

- **Part-Time**:
  - Experienced: 39%
  - Limited: 39%
  - None: 23%

Legend:
- Experienced (taught at least 1 blended or online class)
- Limited (e.g., one-off, snow days)
- None
Student Experience with Online Learning

Previous Experience with Online Learning (March 2020)

Undergraduate:
- 1% More than 2 courses at Babson
- 6% More than 2 courses, but not at Babson
- 23% 1 - 2 courses at Babson
- 66% None

Graduate:
- 15% More than 2 courses at Babson
- 15% More than 2 courses, but not at Babson
- 18% 1 - 2 courses at Babson
- 25% 1 - 2 courses, but not at Babson
- 27% None

Legend:
- More than 2 courses at Babson
- More than 2 courses, but not at Babson
- 1 - 2 courses at Babson
- 1 - 2 courses, but not at Babson
- None
Faculty Survey Spring 2020

Training Needs

- Online Course Design: 60%
- Canvas: 43%
- Technology Tools: 39%
- Peer Mentoring: 18%

Resource Needs

- Audio Equipment: 32%
- Internet: 25%
- Other: 32%

OLC ONLINE LEARNING CONSORTIUM
MERLOT
OLC Innovate
EDUCATION REIMAGINED
KEY DECISIONS: DESIGNING THE PROGRAM

- **Timing of the program (2 weeks of intensive work)**
  - Time to truly feel like a student
  - Flexibility with summer schedules

- **Self-identified Skill Set and Knowledge**
  - Fundamental, Intermediate, and Advanced cohorts
  - Designing content with cognitive load in mind

- **Peer mentoring**
  - Cohort Mentors (faculty)
  - Instructional Design Specialists (ATI leads)
  - Special Topic Mentors
IF YOU BUILD IT... WILL THEY COME?

- Self-Motivation: improve the experience from Spring pivot!
- Flexibility: 3 opportunities over the Summer
- Incentive: Faculty choice to shift annual evaluation weight
- Buzz: Positive early reviews!
- Community: Peer connection
- Availability: Unique opportunity for adjuncts
THE PROGRAM: WHAT IT LOOKED LIKE

Online Teaching Training Program

Level Up
ONLINE TEACHING TRAINING PROGRAM

After viewing the video below, click the "Get Started" button to jump into the Modules.

GET STARTED

Whether you are relatively new to teaching online or have more experience in this modality, the Online Teaching Training Program is designed to offer you an opportunity to develop and polish your approach to online teaching pedagogy and use of technology to accomplish the learning objectives you hold for your students.

Program Goals
- Explore, discuss, and implement online pedagogical principles and best-practice into your course designs.
- Experience student's perspective in an online course.
THE PROGRAM: WHAT IT LOOKED LIKE

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<td>Learning Objectives and Prep: Assessing and Giving Feedback to Students Online</td>
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THE PROGRAM: WHAT IT LOOKED LIKE
OTTP: FEEDBACK

Technical Knowledge

97% believe OTTP gave them valuable new technical knowledge

Design & Deliver

96% agreed OTTP enhanced their ability to design and deliver an online course
Fundamentals Participant:
● student engagement
● creating community
● pre- and post-class learning reinforcement

Advanced Participant:
● flipped classroom
● real-time connection
● peer feedback
OUTCOMES AND LESSONS LEARNED

- Incentivize faculty participation
- Experiencing an online course as a student
- Understanding course structure and Engaged Academic Time
- Peer Learning: exchange of ideas with mentors and class peers
- Learning from colleagues how to use technology to solve problems
- Developing partnerships with the ATI Center
Q&A