

# Online Teaching Certification

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THE UNIVERSITY OF TEXAS AT DALLAS  
Naveen Jindal School of Management

2018 MBA Conferences

## Session Outline

- Program Design
- Timeline, Cost and Resources
- Evaluation, Challenges and next steps
- Walkthrough (within Blackboard 9.1)
- Q & A

# Program Design

## Needs assessment

- Increase in online and hybrid/ blended sections
- Higher numbers of incoming adjunct faculty and Post Doctoral Teaching Assistants
- Feedback from instructors:
  - Challenges in adapting their teaching style to online/ hybrid formats.
  - Hands-on LMS trainings did not adequately prepare them to independently put together an online course.
  - Gaps in understanding online teaching pedagogy for higher ed.
  - Gaps in understanding policy or best practices.

## Participant Identification

- New instructors
- Adjunct instructors
- PhD students who are scheduled to teach a fully online or hybrid blended course for the first time at UT Dallas.

### ➤ Identified as Level 1

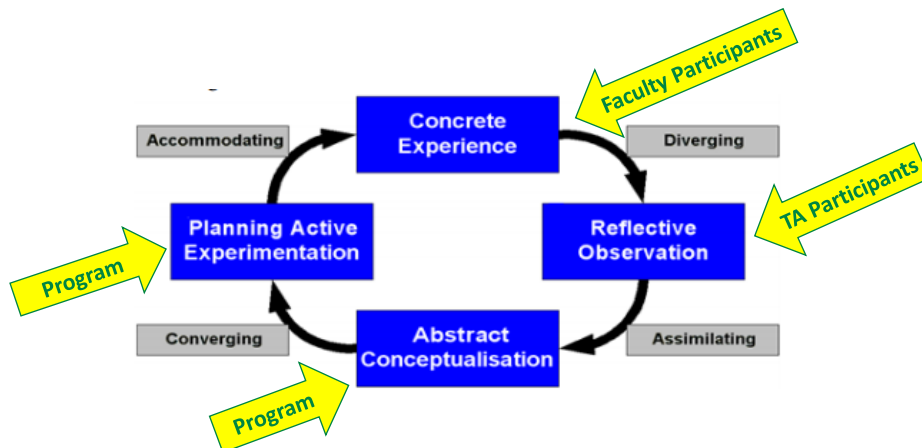
- Instructors who have taught an online or hybrid/blended course for at least one semester and want to make improvements/ changes.
- PhD students who have experience teaching a hybrid/ blended or online course.

### ➤ Identified as Level 2

## David A. Kolb's Experiential Learning Cycle

Image Source: Office of Teaching, Learning & Technology, The University of Iowa

[https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/David\\_Kolbs\\_Learning\\_Cycle\\_ed.pdf](https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/David_Kolbs_Learning_Cycle_ed.pdf)



## Other considerations

- Put the participant in an online student's shoes.
- Be self paced.
- Present "choices" not "directives".
- Provide hands-on experience with the LMS.
- Help the participant define and design their future course.

*and last but not the least .....*

- Not take longer than 15 hours to complete!

## Level 1 - Learning Outcomes

### Program:

1. To explain how online **pedagogy** differs from traditional classroom teaching pedagogy.
2. To identify **policies and practices** that pertain to online courses.
3. To observe a **working model** of an online course within eLearning.
4. To experience the online **student's perspective**.
5. To create **reusable eLearning content**.

### Level 1

1. Explain **basics** of online pedagogy.
2. Apply **Title I9 framework** and University procedures to academic scenarios.
3. **Conceptualize** an online or hybrid/ blended course and **outline** an online syllabus.
4. Demonstrate **basic course building skills** within Blackboard 9.1.

## Level 1 Outline

Topics	Lecture/ Reading
Unit 1: Introduction to Learning Technologies	Interactive Learning Module
Unit 2: Effective Use of LMSs	Interactive Learning Module
Unit 3: Elective	Interactive Learning Module
Unit 4: Overview of Title 19	Online Lecture
Unit 5: Online Course Development at UTD	Online Lecture
Unit 6: eLearning Basics	Blackboard Tutorials

## Level 1 Outline

	Topics	Lecture/ Reading	
1. Pedagogy	Unit 1: Introduction to Learning Technologies	Interactive Learning Module	3. Working Model of the LMS
	Unit 2: Effective Use of LMSs	Interactive Learning Module	
	Unit 3: Elective	Interactive Learning Module	
2. Policy & Practices	Unit 4: Overview of Title 19	Online Lecture	4. Online Student's Perspective
	Unit 5: Online Course Development at UTD	Online Lecture	
	Unit 6: eLearning Basics	Blackboard Tutorials	5. Reusable elearning Content

## Level 1 Assessments

Topics	Lecture/ Reading	Assessment
Unit 1: Introduction to Learning Technologies	Interactive Learning Module	Test
Unit 2: Effective Use of LMSs	Interactive Learning Module	Test
Unit 3: Elective	Interactive Learning Module	Test
Unit 4: Overview of Title 19	Online Lecture	Test
Unit 5: Online Course Development at UTD	Online Lecture	Test
Unit 6: eLearning Basics	Blackboard Tutorials	Project

80% on each Test

100% on each Test

Completion

## Level 1 - Project

- Completed within eLearning.
- Cumulative assessment of Pedagogy and LMS.
- Participants given instructor level access to a blank sandbox, and a checklist of course building tasks to be completed within the sandbox.

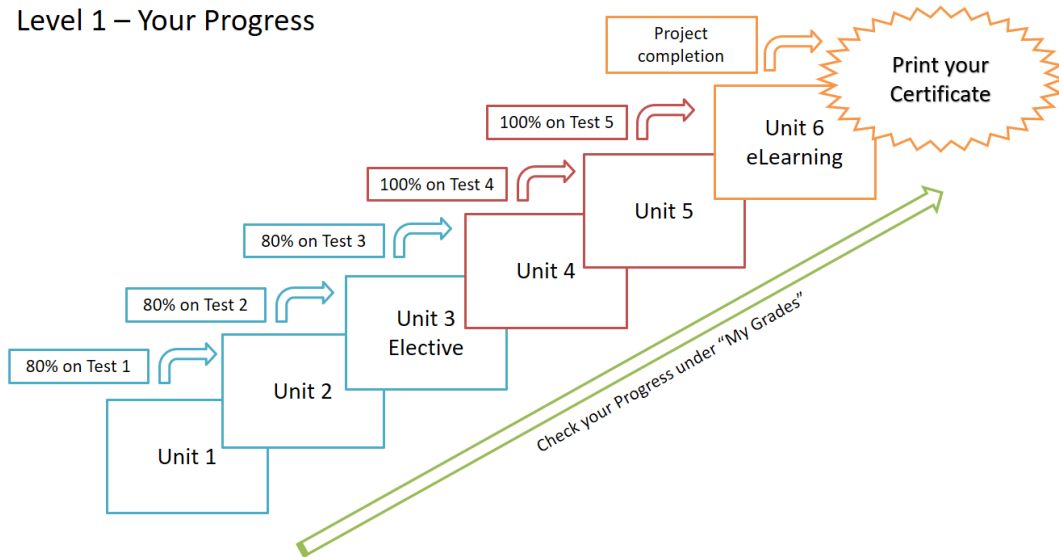
### How is the Project Graded?

- Complete/ Incomplete Grade.
- On the above checklist.
- Participants receive detailed feedback on their course design, and they make modifications until the requirements are met.
- Multiple iterations are OK. The goal is to get it right!

### Level 1 Project

1. Create Course plan
2. Draft syllabus
3. Create course in LMS
  1. Course homepage
  2. Announcements
  3. Course messages
  4. Discussion board
  5. Online exam
  6. Assignments
  7. Grade center organization

## Level 1 – Your Progress



## Level 2 - Learning Outcomes

### Program:

1. To explain how online **pedagogy** differs from traditional classroom teaching pedagogy.
2. To identify **policies and practices** that pertain to online courses.
3. To observe a **working model** of an online course within eLearning.
4. To experience the online **student's perspective**.
5. To create **reusable eLearning content**.

### Level 2

- Explain **advanced** elements of online pedagogy.
- Identify **best practices** for managing continuing courses within the University framework.
- Create **multimedia learning materials**.
- Demonstrate **advanced course building skills** within Blackboard 9.1.

## Level 2 Outline

Topics	Reading
Unit 7: Mastering Online Pedagogy	Interactive Learning Module
Unit 8: Course Planning	Interactive Learning Module
Unit 9: Elective (Pedagogy)	Interactive Learning Module
Unit 10: Course Management	Multiple learning materials
Unit 11: Elective (Technology)	Multiple learning materials
Unit 12: eLearning	Blackboard Tutorials



## Level 2 Assessments

Topics	Assessment
Unit 7: Mastering Online Pedagogy	Test 7
Unit 8: Course Planning	Test 8
Unit 9: Elective (Pedagogy)	Test 9
Unit 10: Course Management	Course Design Assignment
Unit 11: Elective (Technology)	Multimedia Assignment
Unit 12: eLearning	Level 2 Project

100 % on each Test

Completion





## Level 2 - Assignments

### Course Design Assignment (Unit 10)

Participants examine 3 course evaluations (course and instructor information masked). They pick any one and submit a 1-page response to the following questions.

1. *Based on the students' feedback, what changes should be made to course design and why?*
2. *Based on the students' feedback, how could the instructor's teaching style be adapted and why?*
3. *Which tools in eLearning or external can be use to address students' concerns and why?*

There is no right or wrong answer. Answer must include justifications.

### Multimedia Assignment (Unit 11)

- Based on the elective chosen – Camtasia or Adobe, participants need to create a short tutorial, covering a topic of your academic area.
- The submission is a finished media file.

## Level 2 - Project

- Continues in the same sandbox from Level 1 or in a course copy of the participant's existing course (with student data removed.)
- Participants given checklist of course building tasks to be completed within the sandbox.

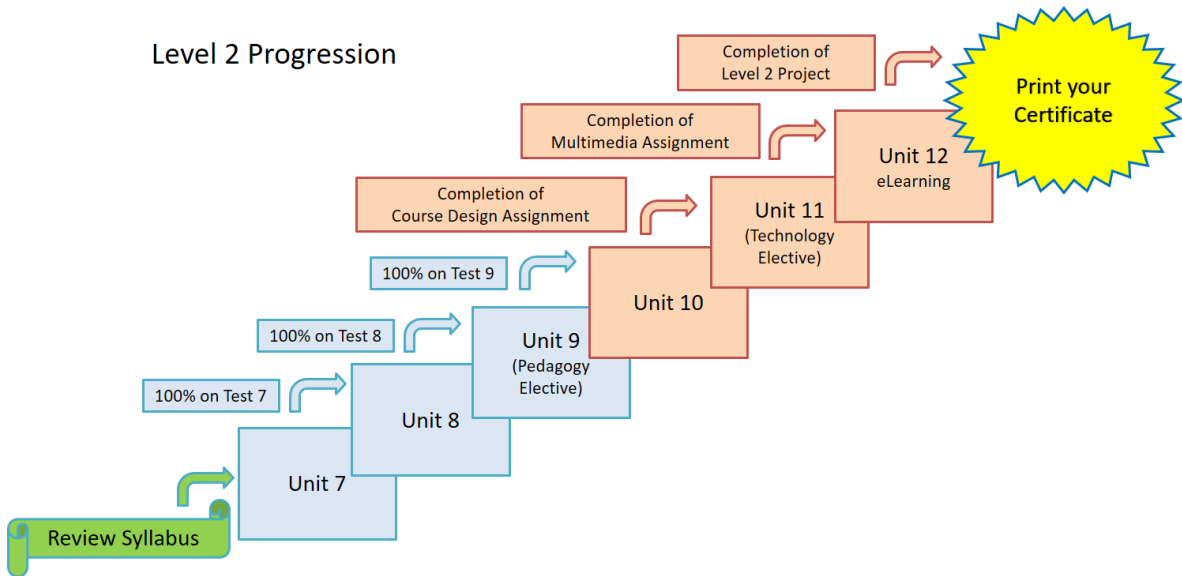
### How is the Project Graded?

- Complete/ Incomplete Grade.
- On the above checklist.
- Participants receive detailed feedback on their course design, and they make modifications until the requirements are met.
- Multiple iterations are OK. The goal is to get it right!

### Level 2 Project

1. **Course Management**
  - Add video from "Multimedia Assignment" to course page.
  - Adaptive release & statistics tracking
  - Content collection organization
2. **Groups**
  - Group sets
3. **Virtual Classroom / Office Hours**
  - Blackboard Collaborate Ultra
4. **Proctored Exam**
  - High stakes exam
  - Lockdown browser

## Level 2 Progression



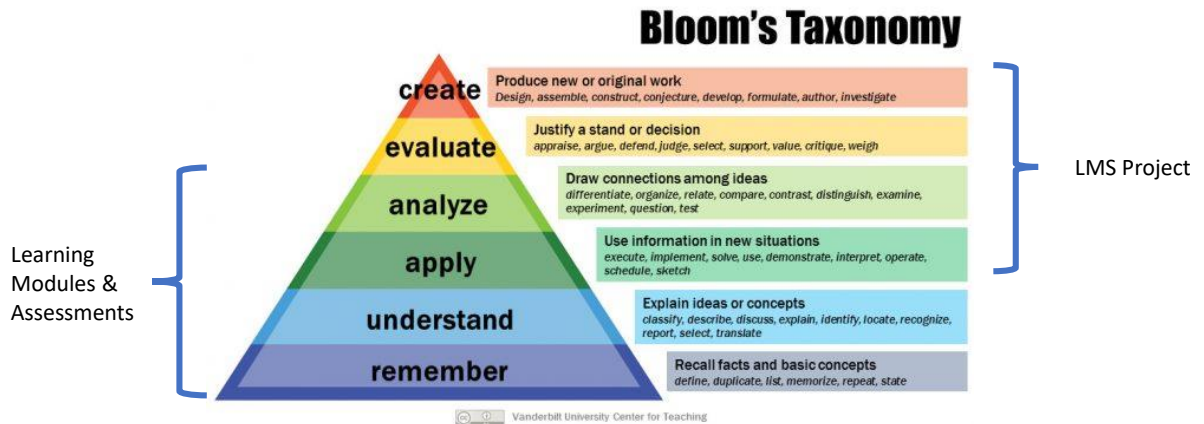
## Changes/ Improvements to design

- Design improvements
  - Added electives
  - Applied “Mark Reviewed” requirements
  - Consolidated project
  - Added welcome video
  - Removed web-conferencing requirement
- Participant-experience improvements
  - Moved to a one-page layout
  - Cleaned up participants’ view of MY GRADES
  - Added badges to track progress
  - Added more instructions throughout the pages
  - Project grade changed from numeric to complete / incomplete.

## Compared with Bloom's Taxonomy (Revised 2011)

Image Source: Center for Teaching, Vanderbilt University

<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>



## Timeline, Cost and Resources

## Timeline and Cost

We followed the University's 2-semester course development timeline to create each level of the program:

Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018
Level 1 Pilot developed								
L1 Pilot offered								
			L1 Pilot improved/ finalized					
						L1 Final Offered (currently running ..)		
						L2 Pilot developed		
								L2 Pilot offered

- 2 semesters went into creating the pilot for level 1. The pilot then ran for 4 semesters (F16 - F17).
  - 13 participants enrolled. 11 completed the program.
- Two semesters into the pilot, we began putting together the final version. This redevelopment was completed in 2 semesters. The pilot was then closed and the final version was offered in S18.
  - So far 23 participants have enrolled. 8 have completed the program.
- Starting S18, 2 semesters went into creating the pilot for level 2. This is now being offered to instructors willing to volunteer.
- The total approximate cost of offering the program to date has been **\$ 118,724.82**

## Resources

- **Full time employee** - dedicating approximately 30% department time towards the program.
- [www.Epigeum.com](http://www.Epigeum.com) – Online Learning Repository from which the pedagogy content was sourced (modules + assessments)
- **Camtasia 9** – video software used to create lectures and tutorials used in the program.
- <https://help.blackboard.com> – Blackboard's video repository from which how-to tutorials were sourced for the LMS portion of the program.
- **Blackboard 9.1** – LMS within with the program was deployed.
- **Qualtrics** – survey creation software which was used to collect evaluation feedback from participants
- **Blackboard Collaborate Ultra** and **WebEx** – web conferencing software used for participant onboarding & Q & As.

# Evaluation, Challenges and Next Steps

## Evaluation

What data do we have that demonstrates the certification is achieving its objectives?

### On Program Objectives

1. To explain how online pedagogy differs from traditional classroom teaching pedagogy. – **Scores**
2. To identify policies and practices that pertain to online courses. - **Scores**
3. To observe a working model of an online course within eLearning. - **Participation**
4. To experience the online student's perspective. – **Participation, Project completion**
5. To create reusable eLearning content. – **Project completion**

### Other

- Participant feedback (qualitative)
- Post Doctoral Teaching Assistants took this program as an elective towards completion of a **Graduate Teaching Certification**, which enabled them to take a teaching assignment within the University.

## Challenges and Next Steps

### Challenges

- Funding
- Adoption from schools/ departments
- Getting participants to complete the program
- Collaboration between participants within the program – eg. cohorts
- Creating a community of practice after participants complete

### Next Steps

- Continuing the Level 2 pilot and offering a final version.
- Development of a Level 3
- Data creation: Participant Pre-Post scores & metrics

## Walkthrough

# Thank you.

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