



Collaborative Models for Developing Online Courses K-U

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e-Learning
CONFERENCE 2.0

Agenda

- Introductions
- Learner Differences
- K-12 Instructional Design
- University Instructional Design
- Challenges and Benefits
- Q and A

Learner Differences

High School Learners vs. Adult Learners

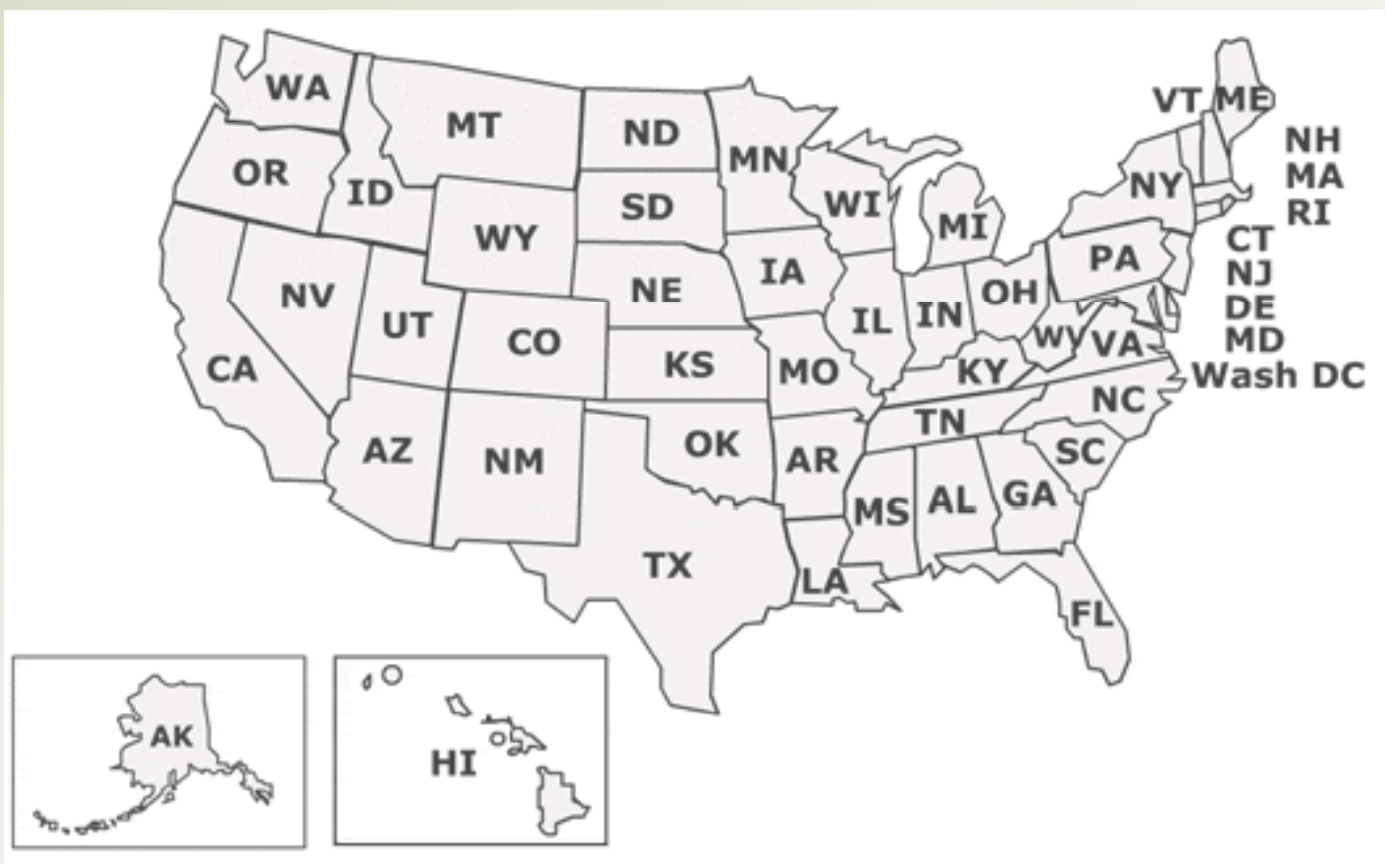


Learner Differences

High School Learners	Adult Learners
Subject-oriented	Problem-centered
Future-oriented	Results-oriented
Often depend on adults for direction	Self-directed
Likely to accept new information	Often skeptical about new information
Seek education that prepares them for an often unclear future	Seek education that relates or applies directly to their perceived needs
Depend on others to design their learning	Accept responsibility for their own learning

Current Landscape of K-12 Virtual Schools

**31 State Virtual Schools: 50,000 Course
Enrollments**



Current Landscape of K-12 Virtual Schools

250+ public charter and private virtual schools



Current Landscape of K-12 Virtual Schools

**Credit
Recovery**

Courses ranges from

**Advanced
Placement**

Dual Enrollment

Current Landscape of K-12 Virtual Schools



Clustered in
high school
grades



K-5 virtual
schooling
becoming
more popular

Design Considerations for Online High School Courses

- ❑ Mastery of state standards
- ❑ Block and full year formats
- ❑ Variety of reading levels
- ❑ Active learning—multiple learning paths



Design Considerations for Online High School Courses

- ❑ Special needs considerations
- ❑ Social-emotional development
- ❑ Instant feedback (quizzes, etc)
- ❑ Multimedia



Louisiana Virtual School Design Process

- ❑ 50+ courses designed in-house and cycled through redesign every two years
- ❑ Usually textbook based, but growing more digital
- ❑ Team consists of:
 - ❑ SMEs
 - ❑ IDs
 - ❑ Review team (3 or more under contract)

Louisiana Virtual School Design Process

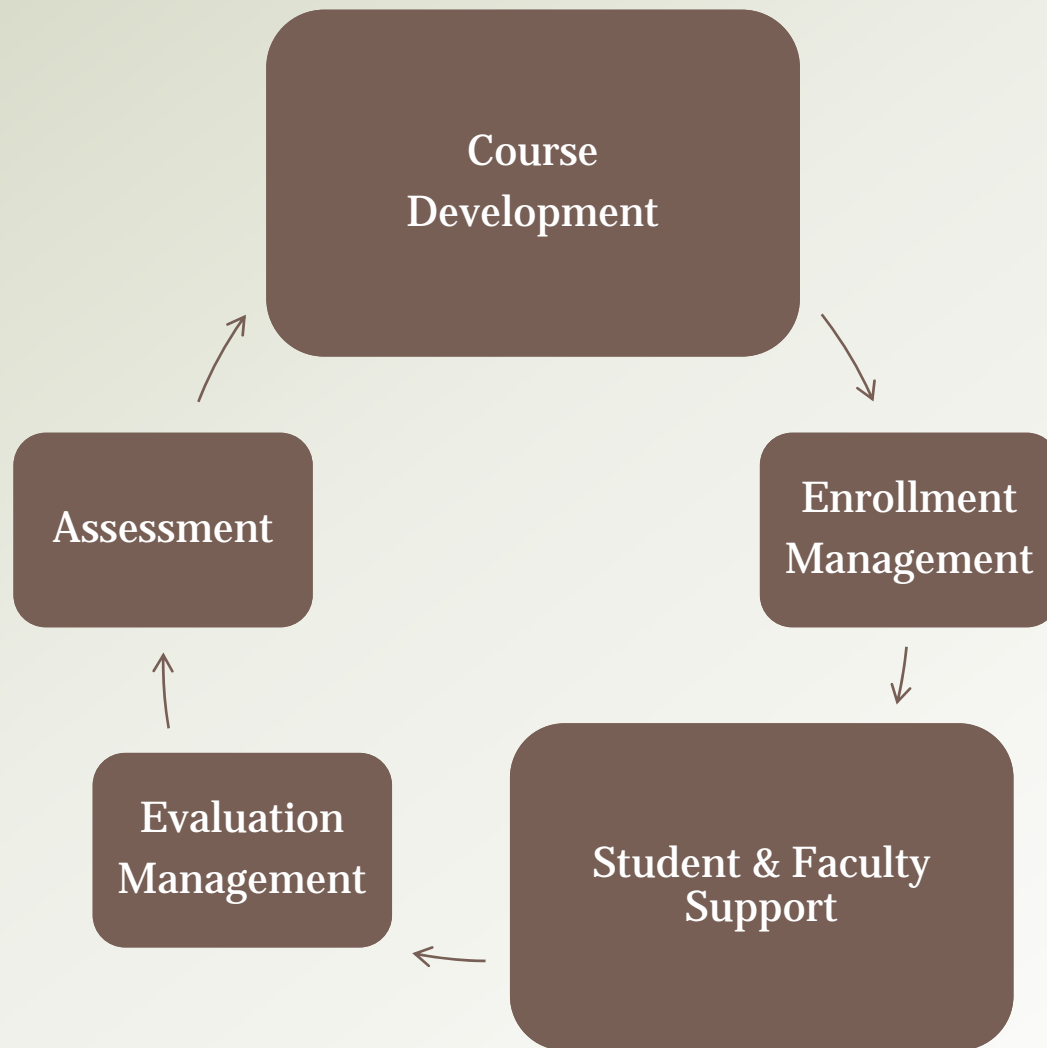
- Student input into process:

- Surveys
- Interviews
- Focus groups



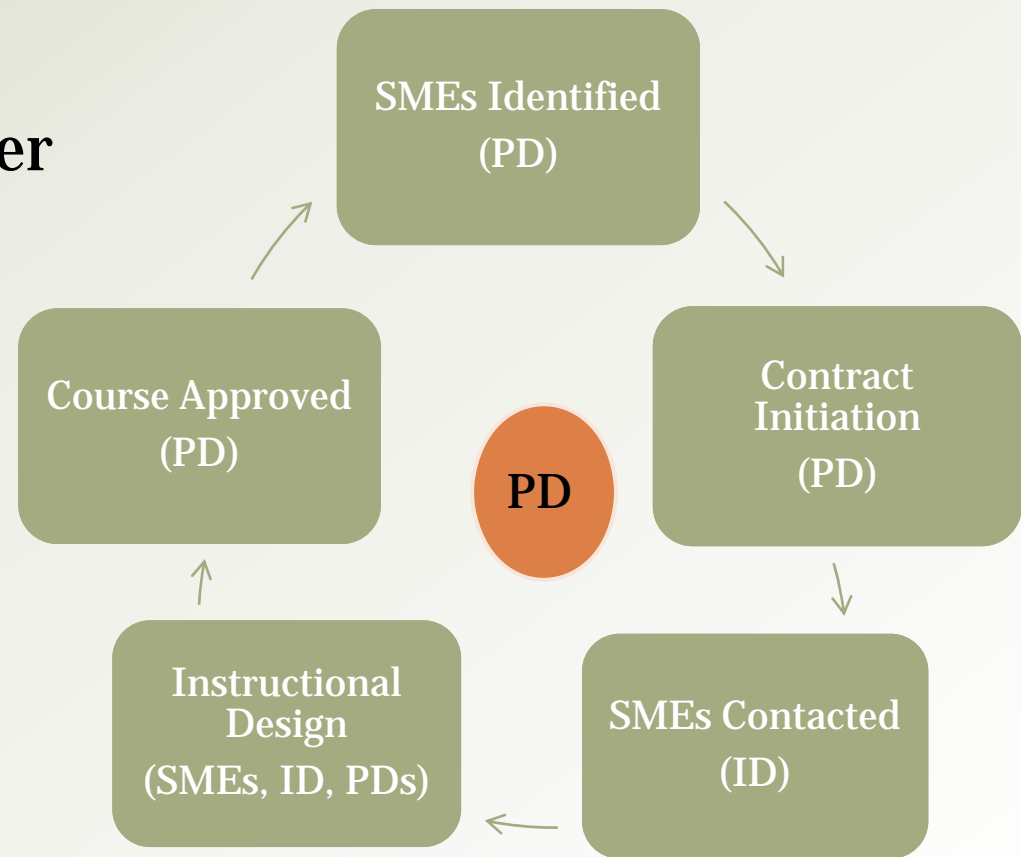
- Six months to one year for design, testing and delivery

Goodwin College's Course Life Cycle



Collaborative Online Course Development Roles

- Program Director
- Instructional Designer
- Instructor(s)
- Course Developer (SMEs)
- Librarian
- Disability Services



Basic Online Course Requirements

- Syllabus
 - ▣ Course Goals/Objectives
 - ▣ Learning Outcomes
 - ▣ Expectations

- Course Schedule
 - ▣ Weekly goals/objectives
 - ▣ Weekly learning outcomes
 - ▣ Assignments and due dates

Basic Online Course Requirements

- Learning Activities
 - ▣ Discussion Boards
 - ▣ Guest Speakers
 - ▣ Blogs/Wikis
 - ▣ Current Events/Articles
 - ▣ Online resources/Synchronous events
- Assessments
 - ▣ Exams, Papers, Presentations, Projects



Design Considerations for Goodwin Online Courses

- ❑ Master Course Repository
- ❑ 80/20+ Course Content Rule
- ❑ Six Month Course Development Process
- ❑ Multiple SMEs per Course Development

Design Considerations for Goodwin Online Courses

- 1 Year Course Review
- 3 Year Course Redevelop or Redesign
- Course Alignment



Benefits and Challenges of Collaborative Course Development

- **Challenges:**
 - Time intensive process
 - Personality conflicts
 - Academic freedom
 - Developing consensus and a shared vision
 - Incentives and compensation



Benefits and Challenges of Collaborative Course Development

- Benefits:
 - Develop faculty learning community (particularly adjunct faculty)
 - Take advantage of individual expertise
 - Instructor independent model
 - Model collaboration for students
 - High quality final product with multiple perspectives



Any Questions?

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