



Mastering the Online Teaching Path: A Certified Pathway for Professional Development

Nov. 1 ~ 4, 2015

Peter You, Ph.D.
Phoebe Ballard, M.Ed.
Mingli Xiao, Ph.D.
Berhane Teclehaimanot, Ph.D.

The University of Toledo



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Objectives

- Discuss the critical components of the Pathway program.
- Describe how Quality Matters was used in the implementation of Phase I, an Online Teaching Certificate.
- Recall strategies that can be used to develop similar faculty development initiatives at other institutions.
- Discuss the design, results, and limitations of the study.



Rationales



- ❑ Growth of online and blended learning programs
 - ❑ 5.3 million students took at least one online course in fall 2013 (Babson Survey Research Group, 2015)

- ❑ More faculty design and teach online and blended learning courses



Rationales

- Faculty needs
 - Online teaching
 - Online course design
 - Online course review and revision
 - Mentoring new online faculty



Online Faculty Development

- Faculty development model (Hinson & LaPrairie, 2005) --
5 Stages
 - Planning
 - Instruction
 - Implementation
 - Refinement
 - Evaluation



Different Needs

- Online teaching
- Course design
- Course review and revision
- Mentoring others



Program Goals



The primary goal of the Pathway to Master Online Instructor Program (Pathway) is to ensure the quality of our fully online programs so that students will achieve desired learning objectives and have a satisfactory online learning experience.



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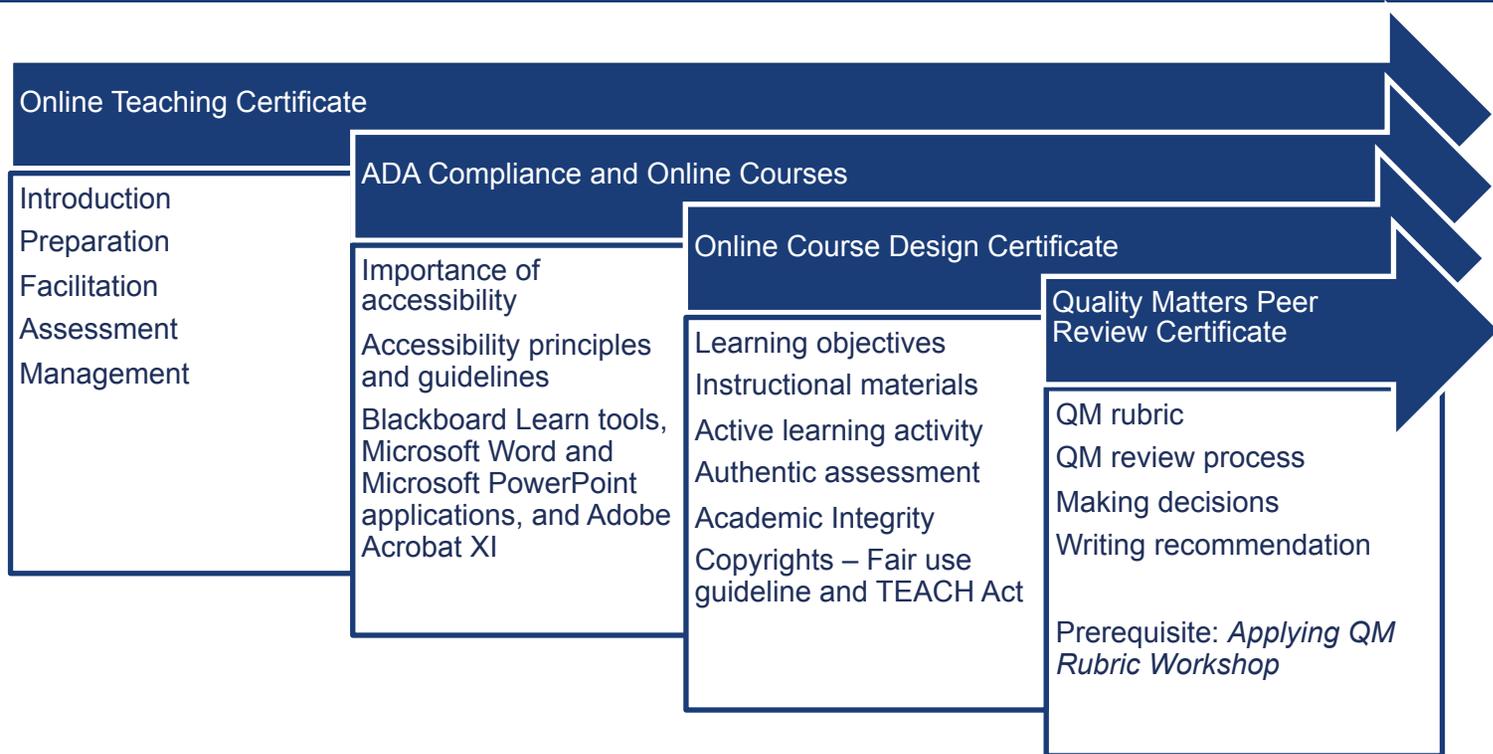
Program Objectives

❑ Learning Objectives

- ❑ Design effective online courses by incorporating QM standards and best practices of online learning with technology.
- ❑ Deliver well-structured online courses with technology effectively.
- ❑ Apply QM rubric and QM process to review online courses and provide helpful recommendations.
- ❑ Mentor novice online instructors in online course design and delivery.



Pathway to Master Online Instructor Program



Online Teaching Certificate



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OTC Participants

Academic Year	2013-2014	2014-2015	Total
Number of Participants	75	17	92



ADA Compliance and Online Courses

- ❑ Formats: CBL and F2F + video streaming
 - ❑ CBL
 - ❑ F2F + Video streaming



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ADACOC Participants

Fully Online Competency-based learning course

Academic Year	2014-2015	Total
Number of Participants	17 (in progress)	17

Blended Approach

Academic Year \Session	Word & PPT Basic	Word Intermediate	PDF	Blackboard	Total
2014-2015	6	1	6	12	25
2013-2014	14		5	0	19
Total					44



Online Course Design Certificate



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OCDC Participants

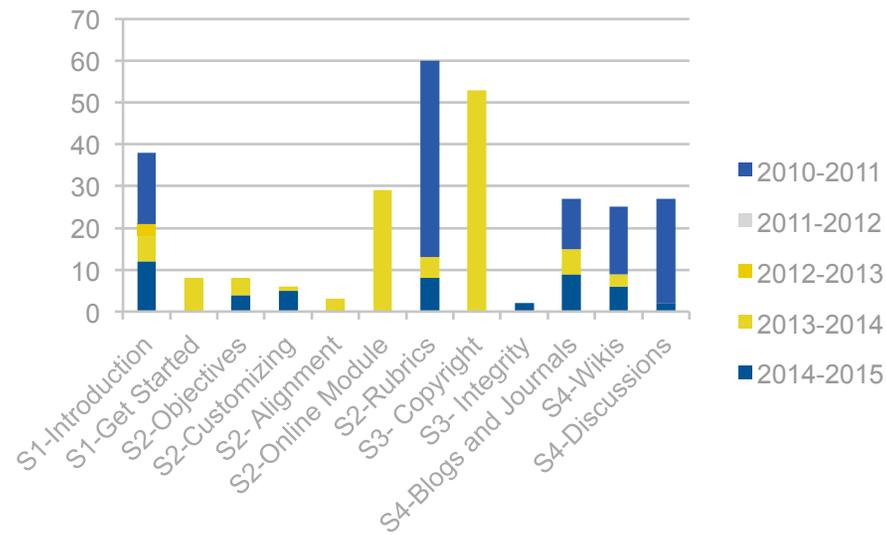
Fully Online Course

Academic Year	2014-2015	Total
Number of Participants	10 (in progress)	10



OCDC Participants

Blended Approach (12 workshops and one project)



331 faculty, staff, and teaching assistants



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Applying Quality Matters Rubric Workshop

- ❑ Formats: Fully Online and F2F

APPLYING THE **QM**[™] RUBRIC



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APPQMR Participants

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Number of Participants	4	8	28	25	22	87



Peer Review Course



- Format: Fully Online
- Offered by QM



PRC Participants

Academic Year	2010-11	2011-12	2012-13	2013-14	2014-15	Total
Number of Participants	3		3	5	9	20 *

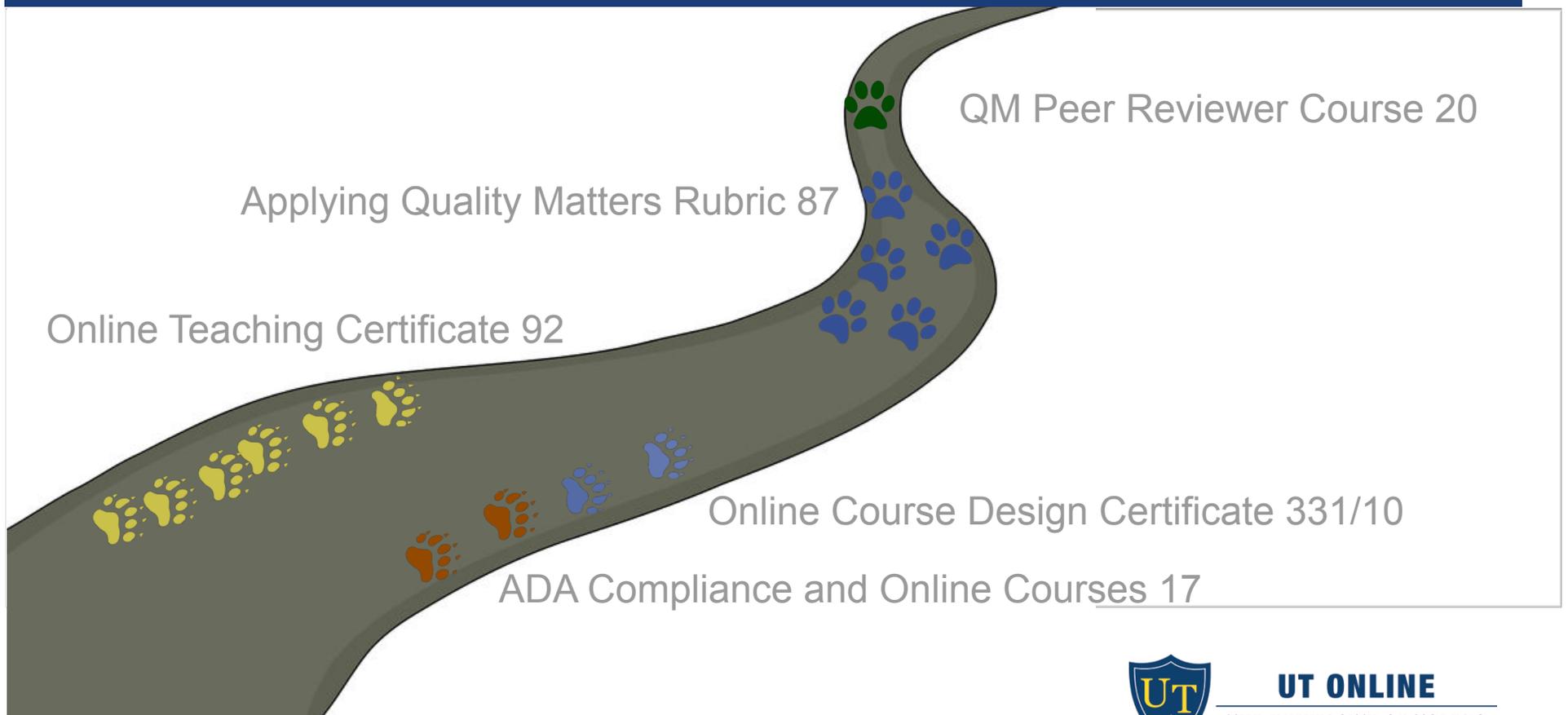
***18 peer reviewers**



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Master Online Instructors

The Journey



As of June 30, 2015



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Impacts of the Pathway Program

In Fall 2014 semester, 33 faculty who have completed one of the pathway program attended our faculty celebration event. During the event participants exchanged their thoughts about the pathway program and how the program has impacted their course design and delivery.



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Impacts of the Pathway Program

- ❑ 40 fully online programs
- ❑ 500 online courses per semester
- ❑ 250 online instructors per semester
- ❑ 7 QM recognized courses



The Study

- Examine the effectiveness of the course design
- Determine predictors of participants' perceived learning
- Determine the effectiveness of the course in preparing faculty to teach online
- Examine faculty needs to get ready for online teaching



The Instrument

- 23 questions in Likert scale
 - To little or no extent 1 – 5 to a great extent
- 3 open-ended questions
- Based on QM essential standards covering all 8 general standards
- Revised 3 times



The Participants

- ❑ 37 instructors who have completed the course
- ❑ From 13 colleges and academic support units
- ❑ All responded to the survey



Data Collection and Analysis

- ❑ Blackboard survey
- ❑ Coding
 - ❑ to a great extent “4” or to a very great extent “5” are used as at or above 85% level and was coded as “1”
 - ❑ to a moderate extent “3”, to some extent “2” and to little or no extent “1” are used as below 85% level and was coded as “0”.
- ❑ Cronbach's Alpha was used to assess the reliability of scales of the 23 items in the instrument. The score of .918 indicted high reliability of the scale used in the instrument.
- ❑ Pearson Correlations (2-tailed) was used to measure the variability shared between the essential standards and participants' perceived learning.
- ❑ Responses to the open ended questions were analyzed regarding faculty needs to become online instructors.

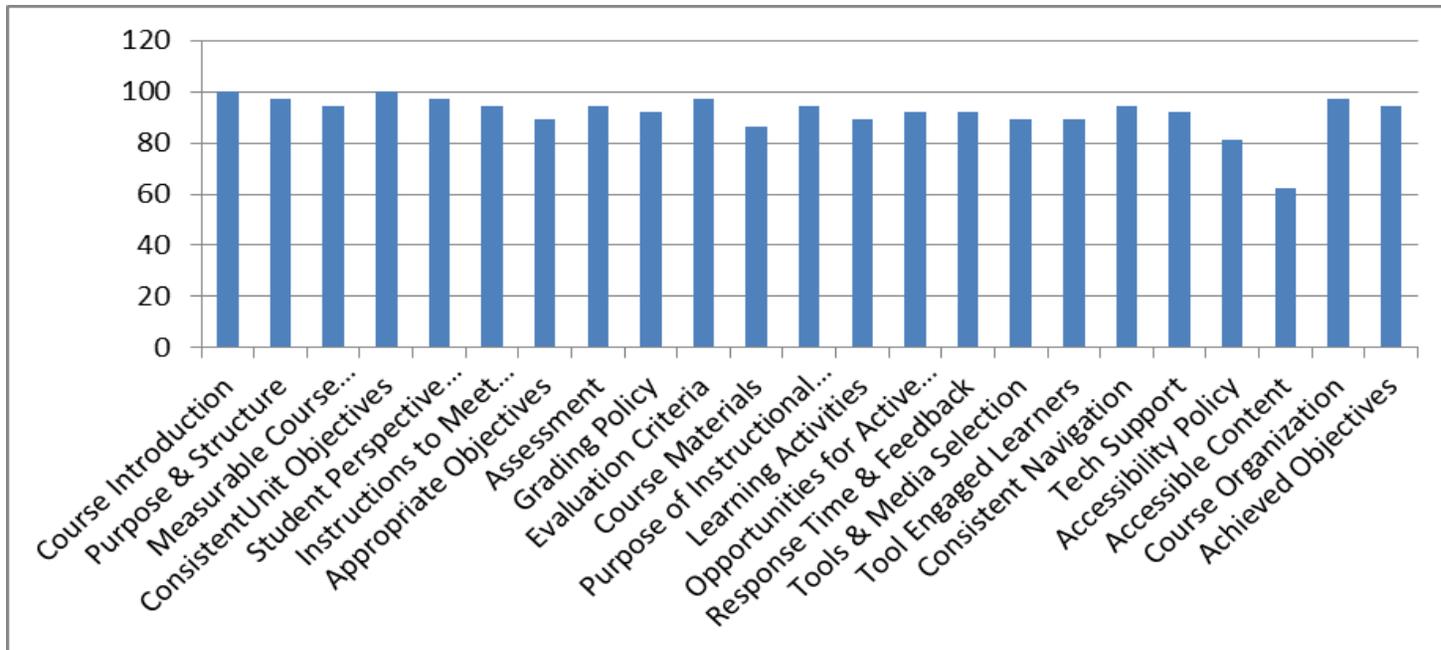


Results

- ❑ Examine the effectiveness of the course design
 - ❑ Participants reported that they agreed that the course met the standards except the two questions about accessibility.



Results



Results

- ❑ Determine predictors of participants' perceived learning
 - ❑ The Pearson correlations (2-tailed) results for each of the essential standards that might contribute to participants' perceived learning were calculated.
 - ❑ The correlation coefficient between course materials and achieved learning objectives was 0.62, ($p=.000$, $n=36$).
 - ❑ The correlation coefficient between purpose of instructional materials and achieved learning objectives was 0.73, ($p=.000$, $n=36$).
 - ❑ The correlation coefficient between learning activities and achieved learning objectives was 0.67, ($p=.000$, $n=37$).
 - ❑ The correlation coefficient between response time/feedback and achieved learning objectives was 0.61, ($p=.000$, $n=36$).
 - ❑ The correlation coefficient between tools that engaged learners and achieved learning objectives was 0.74, ($p=.000$, $n=37$).
 - ❑ The correlation coefficient between course organization and achieved learning objectives was 0.69, ($p=.000$, $n=36$).



Results

Correlations

		Course Materials	Purpose of Instructional Materials	Learning Activities	Response Time & Feedback	Tool Engaged Learners	Course Organization	Achieved Objectives
Course Materials	Pearson Correlation	1	.560**	.656**	.467**	.585**	.507**	.616**
	Sig. (2-tailed)		.000	.000	.005	.000	.002	.000
	N	36	35	36	35	36	36	36
Purpose of Instructional Materials	Pearson Correlation	.560**	1	.539**	.638**	.604**	.739**	.743**
	Sig. (2-tailed)	.000		.001	.000	.000	.000	.000
	N	35	36	36	35	36	36	36
Learning Activities	Pearson Correlation	.656**	.539**	1	.388*	.596**	.520**	.671**
	Sig. (2-tailed)	.000	.001		.019	.000	.001	.000
	N	36	36	37	36	37	37	37
Response Time & Feedback	Pearson Correlation	.467**	.638**	.388*	1	.717**	.619**	.609**
	Sig. (2-tailed)	.005	.000	.019		.000	.000	.000
	N	35	35	36	36	36	36	36
Tool Engaged Learners	Pearson Correlation	.585**	.604**	.596**	.717**	1	.686**	.742**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	36	36	37	36	37	37	37
Course Organization	Pearson Correlation	.507**	.739**	.520**	.619**	.686**	1	.689**
	Sig. (2-tailed)	.002	.000	.001	.000	.000		.000
	N	36	36	37	36	37	37	37
Achieved Objectives	Pearson Correlation	.616**	.743**	.671**	.609**	.742**	.689**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	36	36	37	36	37	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



Results

- ❑ Determine the effectiveness of the course in preparing faculty to teach online
 - ❑ Ninety five percent of the participants (mean score=4.59, standard deviation=0.599) reported that they have achieved the learning objectives of the course.
 - ❑ describe the online learning environment and the different roles of an online instructor;
 - ❑ prepare the online course and students for the first day of class; describe "Best Practices" in the facilitation of online discussion and learning communities and strategies to display online presence;
 - ❑ create useful and effective feedback for students; and
 - ❑ describe strategies for managing the online workload.
 - ❑ The responses to the open-ended questions also indicated that participants gained insights for being online students by completing learning activities and reflecting on facilitators' feedback of their work.



Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Course Introduction	37	4	5	4.73	.450
Purpose & Structure	36	4	5	4.64	.487
Measurable Course Objectives	36	3	5	4.72	.513
Consistent Unit Objectives	37	4	5	4.89	.315
Student Perspective Objectives	37	3	5	4.78	.479
Instructions to Meet Objectives	36	3	5	4.64	.543
Appropriate Objectives	35	3	5	4.66	.591
Assessment	37	3	5	4.59	.599
Grading Policy	36	3	5	4.78	.540
Evaluation Criteria	37	3	5	4.81	.462
Course Materials	36	3	5	4.50	.697
Purpose of Instructional Materials	36	3	5	4.61	.549
Learning Activities	37	3	5	4.59	.686
Opportunities for Active Learning	37	3	5	4.59	.644
Response Time & Feedback	36	3	5	4.69	.577
Tools & Media Selection	36	2	5	4.47	.736
Tool Engaged Learners	37	2	5	4.49	.768
Consistent Navigation	37	3	5	4.49	.607
Tech Support	37	3	5	4.59	.644
Accessibility Policy	35	2	5	4.43	.815
Accessible Content	30	1	5	4.07	1.081
Course Organization	37	3	5	4.76	.495
Achieved Objectives	37	3	5	4.59	.599
Valid N (listwise)	25				



Results

- ❑ Examine faculty needs to get ready for online teaching
 - ❑ When participants were asked which parts of this course need improvement, they expressed that they also need to learn online course design. A second online certificate course in course design is currently in production and will be offered soon. Participants also expressed that they need to use Blackboard tools as instructors and not as students; look at exemplary online courses; use smaller discussion groups; and include materials in participants' own content area.



Limitation

- While the results indicate that there are correlations between perception of achieving learning objectives and course materials, purpose of instructional materials, learning activities, response time and feedback, tools engaged learners, and course organization, the sample size is small which limits the generalizability. When the course is offered in future semesters, larger data will be available for further investigation.



Activity – Compare & Contrast Online Faculty Development Programs

- What faculty development programs are available to instructors at your institution?
- What recommendations do you have to our Pathway program and the program at your institution?



Future Studies

- Effectiveness of each component of the Pathway program
- Impacts of the Pathway program
 - Participant satisfaction and perception of the effectiveness of best practices gained through the program
 - Student satisfaction and perception of learning in the courses offered by the Pathway participants
 - Review results of courses offered by the participants
 - Number of courses recognized by QM offered by the participants



Questions?



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Resources

- ▣ [Pathway Program Report](#)
- ▣ [Pathway Program Information](#)
- ▣ [QM Professional Development](#)

