

## SIUE New REALITY eLearning Work Team Reporting Template

Final Reports are due by December 23, 2013

Submit to: [shuffst@siue.edu](mailto:shuffst@siue.edu) and [maschmi@siue.edu](mailto:maschmi@siue.edu)

Work Team: Online Pedagogies

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**Summarize what SIUE has been doing in the area under consideration by your work team. Please investigate the scope and success of SIUE's prior efforts. (Bullet points are fine.)**

- Midweek Mentor sessions offered by the Office of Innovation and Effectiveness have featured presentations and discussion of effective online pedagogy. Content from these video webinars is also available to faculty on an individual basis by logging in to the vendor's site. Attendance at the Midweek sessions is typically small (3-6 people), and there is no way to assess the numbers of faculty who access the vendor's site because those data are not available from the vendor.
- Summer course design seminars entitled "Blending the Best of Both Worlds" (B3W) offered by Information Technology Services have emphasize effective online pedagogies, helping faculty to design more effective online teaching activities by providing resources, discussions, design consultations, and peer reviews. More than 100 faculty members have participated in the seminars over the past 3 years. An increase in the number of online and blended course offerings has resulted from these and other efforts.
- SIUE provided support for many faculty members to attend the regional Focus on Teaching with Technology Conference (<http://www.umsl.edu/services/ctl/fttc/>) held at UMSL, where pedagogical strategies were shared and discussed across many institutions. The two-day conference was attended by several SIUE faculty, and presentations were made by three SIUE faculty members.

**Describe promising models from other universities that could be modified, adapted or enhanced for our campus.**

- Penn State provides a "readiness" survey based on a model for successful online pedagogy (<https://weblearning.psu.edu/FacultySelfAssessment/>)
- A number of principles for effective online pedagogy have been identified and researched in terms of effectiveness. Highlights of the findings include:
  - Faculty must be socially present, students must form a learning community, and students must be actively engaged in their learning (Bigatel, Ragan, Kennan, May, &

Redmond, 2012 - <http://sloanconsortium.org/jaln/v16n1/identification-competencies-online-teaching-success>)

- Emerging pedagogical trends include a move toward more open learning that is accessible and flexible (and not based in a classroom or lecture-based information delivery). Power is shared between the professor and the learner, changing the role of the professor toward one of support and negotiation over content and methods, leading to more learner autonomy. The emphasis for students is on supporting each other in a socially-based learning community featuring peer assessment, discussion, and group study with guidance and feedback from content experts (Ontario Online Learning Portal, 2013 - <http://www.contactnorth.ca/trends-directions/evolving-pedagogy-0/new-pedagogy-emergingand-online-learning-key-contributing>)
- Effective online pedagogies in the future will feature more group problem-solving and collaborative tasks, problem-based learning, discussion, case-based strategies, simulations, role play and gaming, student-generated content, and coaching or mentoring, and will feature less lecturing or teacher-directed activities, modeling of the solution process, and Socratic questioning (Kim & Bonk, 2006 - <https://net.educause.edu/ir/library/pdf/EQM0644.pdf>).
- eLearning is best supported by providing authentic tasks and activities, modeling of expert performances or process, examination of multiple roles and perspectives, collaboration and reflection, coaching and scaffolding, and authentic assessments (Herrington, 2013 - <http://authenticlearning.info/AuthenticLearning/Home.html>)
- Effective pedagogical models for online teaching include:
  - Learner-centered teaching (<http://fod.msu.edu/oir/learner-centered-teaching>)
  - Authentic learning environments and tasks – (<http://authenticlearning.info/AuthenticLearning/Home.html>)
  - Digital storytelling (<http://digitalstorytelling.coe.uh.edu/index.cfm>).
  - Students as producers and curators of knowledge (<http://cft.vanderbilt.edu/2013/09/students-as-producers-an-introduction/>)
  - Flipped teaching (<http://www.flippedlearning.org/site/default.aspx?PageID=1>)
  - Alternative assessments using blogs, journals, portfolios, etc. ([http://sloanconsortium.org/effective\\_practices/bportfolios-blogging-reflective-practice](http://sloanconsortium.org/effective_practices/bportfolios-blogging-reflective-practice))
  - Problem-based learning (<http://pbln.imsa.edu/>), project-based learning ([http://www.bie.org/about/what\\_is\\_pbl](http://www.bie.org/about/what_is_pbl)), and learning challenges ([https://www.challengebasedlearning.org/public/admin/docs/NMC\\_CBLi\\_Report\\_Oct\\_2011.pdf](https://www.challengebasedlearning.org/public/admin/docs/NMC_CBLi_Report_Oct_2011.pdf))

**Using what you have learned, please outline innovative ideas of your own. Again, please list these as bullet points.**

- Help faculty to become aware of various principles of effective online pedagogy by providing examples of course designs, demonstrations and discussions from colleagues, etc.
- Provide assistance and mentoring to faculty in the development and implementation of effective online pedagogical strategies by establishing a learning community for faculty interested in online teaching.
- Recognize significant implementation of effective online pedagogies by SIUE faculty, and provide incentives for the expansion of such methods by individuals and departments.

**Please describe two short-term initiatives that your team views as priorities for SIUE. You should include a rationale and description of resources needed.**

- Assess the awareness of faculty regarding effective pedagogical strategies for online teaching, as well as the degree to which effective online pedagogies are being employed by SIUE faculty, through interviews, focus groups, and extended conversations within and among various academic units. Based on the results of this investigation, information should be provided regarding design principles and new trends in online pedagogy through a variety of methods including blog posts, workshops, online course design samples, etc.

Rationale: Faculty who have attended the B3W summer course design seminars have noted that examples would be helpful for them to consider as they design online courses for the first time. Working with faculty experienced in online teaching, ITS may develop and make available several models and examples that illustrate a variety of pedagogical approaches. Updating the campus community with information regarding new approaches to online teaching, promising research, and new tools or learning environments is a consistent part of the IDLT Center's mission.

- Establish a mentoring group of faculty who are experienced in employing effective online pedagogies, and create opportunities for them to mentor colleagues interested in improvement of online teaching.

Rationale: Several faculty members who wish to create an ongoing learning community focused on online teaching have already expressed interest to ITS staff. A mentoring component is currently utilized as part of the B3W course design seminar, but a more formal program that encompasses the entire academic year with a variety of structured activities would be desirable. ITS and the Office of Innovation and Effectiveness could design and manage such a program, but some kind of compensation for mentors should be considered when designing the program.

**Please describe other short-term initiatives that your team would like to recommend.**

- Develop a comprehensive training and incentive program to encourage faculty to utilize effective online pedagogies in order to attain a "master online teacher" designation or certification

Rationale: The University currently approves courses for online delivery, but has no direct way to assure quality teaching in those courses. In fact, the faculty member proposing the course for online delivery may not even teach the course, and others who teach it could subsequently modify the approved syllabus in significant ways. This result would diminish the quality of the online learning experiences for students. Procedures or policies should be developed to assure that faculty members who are experienced and qualified to teach using effective online pedagogies are assigned to teach online courses.

- Recognize effective online pedagogies through teaching awards and news publications at the School/College and University levels

Rationale: There is currently no recognition or reward for high quality online teaching or course design, even though we do recognize exemplary faculty who teach face-to-face through a Teaching Excellence Award at the University level. The requirements and difficulties of designing and teaching online courses are every bit as demanding as traditional teaching. The Teaching Excellence Awards Committee could develop criteria and review procedures to recognize the excellence of faculty who teach online or hybrid courses. Additional resources for awards may need to be allocated in recognition of excellence in online or hybrid teaching.

**Please list and describe three long-term initiatives that SIUE should consider to improve in the area under consideration by this work team.**

- Adopt or create a set of standards for effective online teaching to be utilized by departments and schools/colleges in the review of online teaching

Rationale: An approval process where faculty are deemed qualified as "master online teachers" could be established to address the issues mentioned in the first short-term initiative proposed above. This process could better assure quality teaching in online courses. A working group of faculty and IDLT staff should collaborate to create standards and processes for review and training that could lead to such "certification" for interested faculty.

- Modify tenure and promotion policies to include recognition of the development and implementation of effective online pedagogies by SIUE faculty

Rationale: Course design and teaching activities for online courses are significantly different than the demands of face-to-face teaching. Comments made by faculty during B3W seminars and in a survey administered by ITS in January 2013 indicate that many departments do not value online teaching. Some faculty (especially newer faculty) have been advised by colleagues not to pursue the development of online courses because such activities will not help achieve tenure, and are a waste of time. Tenure and promotion policies should recognize online teaching as a valid activity that has equal status with face-to-face teaching.