

Helping Faculty Develop Online Courses

I. Overview

- A. Help [instructors] understand online teaching as a medium of instruction (II)
- B. Help [instructors] “see” the students (III)
- C. Have a specific process [instructors] can navigate (IV)
- D. Have a contract, with milestones & deadlines (V)
- E. Give regular, scheduled attention to [the instructor’s] course (VI)

II. Help [Instructors] Understand Online Teaching as a Medium of Instruction

A. Synchronous vs. Asynchronous

- What is lost when you lose synchronicity?

B. Wide pipe vs. narrow pipe

- In what specific ways is a narrow pipe more challenging than a wide pipe when it comes to teaching?

C. Replace interaction with what?

- When you reduce interactivity (through increased audience numbers, “asynchronousness,” or a narrowed pipe) what you mostly lose is interactivity.
 - How do you compensate for lost interactivity?
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D. Different teacher role

- What part of the teacher’s role in a live classroom, is lost in an online situation?
 - a) Teacher guidance
 - b) Clarification of expectations
 - c) Face-to-face motivation
 - d) Others?
 - How can you compensate for these?
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E. One idea for compensating:

(From Swan, R.H. (2008). *Deriving operational principles for the design of engaging learning experiences*. Dissertation Draft, Brigham Young University.)

1. Use self-consistent setting/thematic signaling to immerse students in the learning environment
2. Provide meaningful, growing challenge—start easy, help them grow in competence
3. Know the core performance expectation and build everything toward the student’s ability to attain it
4. Make risk tolerable with recoverability and embedded helps

III. Help [Instructors] “**See**” the Students

- A. Beware of an “out of sight, out of mind” mentality
- B. If there is a local online student, introduce him or her to the teacher
- C. Are their students who could provide feedback to the teacher’s writing? (user testing)

IV. Have a Specific Process that [Instructors] Can Navigate

- A. Can you show it to them? Is it printed?
- B. Will [instructors] be able to tell where they currently are on the chart?
- C. Have you allowed for institutionally important tasks like Quality Assurance and other things?

V. Have a Contract, with Milestones & Deadlines

- A. Build flexibility into the contract
- B. Make it workable—allow for their input
- C. Make *them* be realistic—it’s a contract!
- D. Spread reimbursements out so you have some control until the very end
- E. Make contentious issues clear up front

VI. Give Regular, Scheduled Attention to [the Instructor’s] Course

- A. Don’t tell [the instructor] everything, and then send them into the wilderness—stay with them
- B. Set up a regular schedule
- C. Be engaged in their production progress
- D. Be their “idea” person, not their nag
- E. Make constructive suggestions

VII. If [Instructors] Go off Track...

- A. **Don’t** decide to become a nag
It doesn’t work!
- B. **Do** *stick* to contracts (or, mutually agree to alter them)
With a contract, you don’t need to threaten or become an enforcer, just follow the contract
- C. If you’re meeting regularly, you’ll know there’s a problem long before it becomes a contract issue...

VIII. Handouts:

- A. Presentation Outline (this document)
- B. CTL Course Process diagram
- C. CTL Course Timeline diagram
- D. CTL Course Production Contract
- E. Table of Contents of the
CTL Course Production Guide (<http://ctl.byu.edu/files/courseguide/courseguide.pdf>)

(note: this order varies from the way it is listed in the presentation)

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