

**Online Course Quality Improvement:
"Switching Roles Between
Instructor and Course Developer"**

5th Annual Quality Matters Conference
10/3/2013
Dr. Marija Franetovic, *Course Developer*
Stacey DeLoose, *Adjunct Faculty*

LTU Lawrence Tech.

Objectives

- Explain the co-design/cooperative teaching process
- Review examples of strategies used through co-design and cooperative teaching
- Discuss benefits and lessons learned of co-design/cooperative teaching approach
- Identify a potential switch with a Course Developer or an Instructor
- Prepare for "switching roles" through a session activity

LTU Lawrence Tech.

**Course Developer:
Marija**

- Assist faculty with ID of courses
- Manage online courses
- Assist faculty with use of technology and teaching strategies
- Integrate new media towards learning engagement
- Create resources for instructional design
- Support faculty and students with LMS/courses

LTU Lawrence Tech.

**Adjunct Faculty:
Stacey**

- Teach the class
- Manage interaction with students
- Grade Assignments
- Provide Feedback
- Create Materials
- Design Content/Interaction
- Guide/Facilitate student learning

LTU Lawrence Tech.

Activity #1

Find a partner who has
a different colored card than you.
And, Discover your story!

LTU Lawrence Tech.

Course

- MET 6203 Computer Applications for Education
- K-12 Teachers
- Master's Level

LTU Lawrence Tech.

Need for Fresh Perspective...

- Course Developers and Instructors work together to create a course that best meets student needs, facilitates learning, and encourages communication.
- Often, members of the team do not realize the full scope of each other’s role.
- Improve collaboration
- Improve course quality

LTU
Lawrence Tech.

Approach

- Fall 2012
 - Started discussion
 - Met with respective leaders
 - Reviewed Roles
 - Determined both qualified to teach Masters level ‘Computers in Education’ course
- Winter 2013
 - SWITCH!!

LTU
Lawrence Tech.

Quality: Sloan-C Pillars

<ul style="list-style-type: none"> • Learning Effectiveness <ul style="list-style-type: none"> – Grade Distribution Equivalent – Lots of Application – ‘Big Idea’ – Course Audits, HLC • Scale <ul style="list-style-type: none"> – Master Course Shell – Sharing/Sections • Access <ul style="list-style-type: none"> – MCS – Continuity between courses 	<ul style="list-style-type: none"> • Faculty Satisfaction <ul style="list-style-type: none"> – Peer Review – Collaboration • Student Satisfaction <ul style="list-style-type: none"> – Final Review - Discussion Boards – Emails – Direct Application – Student Evaluation – Midterm/Final
---	--

LTU
Lawrence Tech.

Student Feedback (faculty a)

“The instructor presented material in a clear and thorough manner”

“The most important thing that you gave me in this class is my confidence to explore all the things that we covered in class. You told me don’t be afraid to make a mistake, and always keep trying. Thank you and all the students for the information they provided.”

LTU
Lawrence Tech.

Student Feedback (faculty b)

“Thank you for the effort you put in to MET 6203. I am copy/pasting the feedback you have provided into my own document so that I still have your insights after I no longer have access to our class website. You have done an excellent job of modeling how to maintain a personal connection in an online format, and that has been as valuable as the technical skills we have practiced this semester.”

“I also learned from your comments. I would check my grades, read your comments, or try strategies you suggested.”

LTU
Lawrence Tech.

Quality: Rubrics

<p>QM Rubric</p> <ul style="list-style-type: none"> • Course Overview and Introduction • Learning Objectives • Assessment and Measurement • Learner Interaction and Engagement • Instructional Materials • Course Technology • Accessibility • Learner Support 	<p>Blackboard Exemplary Course Rubric</p> <p>Course Design</p> <ul style="list-style-type: none"> – Goals and Objectives – Content Presentation – Learner Engagement – Technology Use <p>Assessment</p> <ul style="list-style-type: none"> – Expectations – Assessment Design – Self Assessment <p>Interaction and Collaboration</p> <ul style="list-style-type: none"> – Communication Strategies – Development of Learning Community – Interaction Logistics <p>Learner Support</p> <ul style="list-style-type: none"> – Orientation to Course and LMS – Supportive Software – Instructor Role and Information – Course/Institutional Policies and Support – Technical Accessibility Issues – Accommodations for Disabilities – Feedback
---	--

LTU
Lawrence Tech.

Course Developer *as Adjunct Faculty*: Marija

- Better Understanding of:
 - Student communication issues
 - Time needed for grading
 - Policies
 - Contingencies
 - Needs for improved documentation
 - Needs for improved communication between office and faculty
- Feedback
 - Syllabus, Review of Objectives/standards, Book discussion
 - Content choices, Sequencing, Quantity
 - Interaction, Technology

LTU Lawrence Tech.

Adjunct Faculty *as Course Developer*: Stacey

- Better Understanding of:
 - Things I didn't know. Why can't I do this? Why isn't this done in a specific time frame? Why do other things have to be done in a specific time frame?
 - Policy/System/Behind the scenes
 - Contingencies/Dependencies
 - Other 'stakeholders'
 - Time factors: Planning, Preparation

LTU Lawrence Tech.

Results

- Professional development
- Clear communication and expectations
- Trust and respect for each other's styles
- Shared pedagogical/instructional design philosophies
- Better alignment to accreditation and standards

LTU Lawrence Tech.

Activity #2

Pairs: What would you want to know from your partner?

LTU Lawrence Tech.

What can you do?

- Adjunct Faculty can ask a Course Developer
 - List of questions
- Course Developer can ask an Adjunct Faculty
 - List of questions

LTU Lawrence Tech.

Questions?

Thank You!

Dr. Marija Franetovic – Course Developer
mfranetov@ltu.edu

Stacey DeLoose – Adjunct Faculty
sdeloose@ltu.edu

LTU Lawrence Tech.