

# SYNCHRONOUS TO ONLINE

The Transition Experience

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# Background

- ▣ EMGT 314 Management for Engineers and Scientists
  - Taught multiple times over the passed six years
    - ▣ Course well developed
    - ▣ Lots of complementary and supplementary material utilized throughout the course
      - Video clips
      - Handouts of current events

# Background

- ▣ EMGT 314 Management for Scientists and Engineers
  - Course delivered in S&T standard distance format
    - ▣ Synchronous with on-campus section
    - ▣ Live lecture format
      - Two way audio/one way video
    - ▣ Streaming video download option
    - ▣ Full use of Blackboard
      - PowerPoint files
      - Discussion boards
      - Team assignment
      - Exams and assignments

# Transition

- ▣ Convert existing distance course to an online format
  - Parameters
    - ▣ No live lectures or class meetings
    - ▣ Utilize existing course materials as much as possible
      - Enhance as appropriate for an online format
      - No traditional exams or quizzes
      - Drop materials that don't work in an online format
    - ▣ Allot a six month time window to make the transition for fall semester 2009

# New Online Format

- ▣ Course built completely in blackboard
  - Material organized into two components
    - ▣ Individual Learning modules
      - Self contained with all materials for the module topic
        - Read Me First file
        - Learning outcomes
        - Homework assignments
          - Video clip analysis
          - Short analysis and position papers on given topics
        - Discussion postings
        - Embedded module effectiveness assessment
    - ▣ Broader assignments
      - Book reviews
      - Team assignment

# New Online Format

- ▣ Organizational Features
  - Added custom course tabs
    - ▣ Read Me First
      - Full explanation of the course and how to work through it
    - ▣ Assignment Dates
      - Full list of due dates for all assignments throughout the semester
    - ▣ Read Me Last
      - Reflection on the course
      - List of 10 take-away ideas and concepts



# Lessons Learned

- ▣ Start at the beginning
  - What do you want students to learn?
  - Start at the highest level subdivide by course organization plan
    - ▣ Develop learning outcomes first by organizational unit (modules)
  - Experience: Too many outcomes, some not measureable, some not actually that important

# Lessons Learned

- ▣ Populate course and modules with appropriate materials
  - Fulfill learning outcomes and measure effectiveness of learning
  - **Experience**
    - ▣ Variety of assignments key to reducing boredom and drudgery
      - Analysis and position papers
      - Video clip analysis
      - Fill-in the slides
      - Book reviews
    - ▣ don't load PowerPoint slides
    - ▣ Look for student-to-student engagement opportunities
      - Timely and relevant discussion board topics
      - Team assignment



# Lessons Learned

## ▣ Communicate

- ▣ Ensure students stay on track and don't just disappear
- ▣ Keep engagement and motivation high
- ▣ Provide multiple vehicles for information flow
  - Posting of key information and dates
  - Reminders through blast emails
  - Use of Wimba live classroom
- ▣ Experience
  - Whatever you plan, it won't be enough
  - Require live classroom attendance
  - Establish standard protocol for returning calls and emails

# Lessons Learned

## ▣ Course Conversion

- Required six months @ a couple of hours a week
- Utilized course designer from IT and from VCC
- Experience
  - ▣ You need to decide what you want to do with the course before utilizing course designers
    - Worked though ideas a couple of times, throughout some, added others
  - ▣ Design your own course and use course designers as consultants and reviewers as you progress
  - ▣ It was not as hard as I thought
    - Can be done within existing workload if a reasonable window is established

# Conclusions

- ▣ Teaching in this format is very rewarding
  - Students feel more responsibility for learning
  - Quality of assignment submissions was very high
    - ▣ Work was more thorough
    - ▣ Personal commitment to doing a good job very strong
  - Role becomes more of facilitator of learning than traditional lecturer
- ▣ Students really like the increased flexibility
  - Within course structure due dates, flexibility is a strong draw
- ▣ Interaction between students very strong
  - Threaded discussions produced lots of dialogue, questioning, and expanded interaction