Managing Large Online Courses

Instructional Designers: Drew Golburgh | Cinthya Gutierrez
What’s your cap?
What’s your cap?

150  75  50  30  20

• Research indicates that an online class of as little as 21 - 40 or more students is considered a large online class size.
• The average online class size for maximum community building, satisfaction and retention is between 17-22.

Sources: (ASHE Report, 2006; Davis & Dykman, 2008; Orellana, 2006; Palloff & Pratt, 2003; Sieber, 2005; Tomei, 2004)
And the men who hold high places
must be the ones who start
to mold a new reality
closer to the heart
closer to the heart
The mediating role of higher education - selecting and brokering access to learning materials and ideas - is changing…

State of Higher Education

Velocity of change

• e-books up 30% in Q1 2012
• 200K education apps
• Collapse of the digital divide (98% of students own)
• Coursera: 33 partners; 1.7M students
• Students: 13% attend for-profits
• Degrees 2011-2020: US 30M; China 83M; India 54M

State of Higher Education

…full-time college attendance is out of reach for an increasing number of students, which bodes ill for their chances of completing a degree.

-Financing for Colleges Declines as Costs Rise
“We have to recognize that human flourishing is not a mechanical process; it's an organic process. And you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which they will begin to flourish.”
State of Online Education

According to the 2010 Sloan Survey of Online Learning, approximately 5.6 million students took at least one web-based class during the fall 2009 semester…and experts predict that online education could reach 14 million in 2014.

- Clayton Christensen: Why online education is ready for disruption, now
A year after its 2012 launch, online education platform Coursera is booming. The startup recently added 29 partner universities, expanding their catalogue to 313 courses from 62 universities in 17 countries.”

-After an Impressive 2012, Online Education to Go Global in 2013
State of Online Education

We believe that by the year 2019 half of all classes for grades K-12 will be taught online...allowing all students to learn at their appropriate pace and path, thereby allowing each student to realize his or her fullest potential….”

-Clayton Christensen: Why online education is ready for disruption, now
When they turn the pages of history
When these days have past long ago
Will they read of us with sadness
For the seeds that we let grow
We turned out gaze from the castles in the distance Eyes
cast down on the path of least resistance
Online Education - Criticism

The Indiana-based Lumina Foundation teamed up with Gallup to ask 1,001 Americans these and other questions. Only 11% “strongly agreed” that online universities “offer a high quality of education.”

-Gallup, Lumina Reveal Public Attitudes on Higher Education (2013)
A five-year study, issued in 2011, tracked 51,000 students enrolled in Washington State community and technical colleges. It found that those who took higher proportions of online courses were less likely to earn degrees or transfer to four-year colleges.

-The Trouble With Online College
Online Education - Criticism

There’s fear on all sides about maintaining quality control. And how do you know that the student at the other end of the computer is really doing what they’re supposed to be doing?

-Clayton Christensen: Why online education is ready for disruption, now
Online Education - Criticism

The weaknesses of asynchronous learning networks (ALN) as a mode of communication is the decrease of the feeling of "social presence" of the teacher and the other group members. In turn, this can severely decrease feelings of motivation and involvement...

Sir Isaac Newton

If I have seen further it is by standing on the shoulders of giants. —Isaac Newton
The most basic premise from which all online teaching should begin is that the goal is to build a learning community and to facilitate the exchange of ideas, information and feelings among members of the community. - (Hiltz 1998)
Online: It’s a Matter of Size

Students construct and acquire in-depth knowledge by participating in discussions, debating, questioning, inquiring and explaining…(Boyle & Nicol, 2003)

-Influence of group size on students participation in online discussion forums
With regard to successful higher-order learning, however, Garrison and Cleveland-Innes concluded that teaching presence in the form of facilitation is crucial in the success of online learning.

Everything should be made as simple as possible, but not simpler. - Einstein
Create a...community that shares a common mission, engages in reflection and dialogue, believes in mutual trust, respect, and commitment...and empowers its members.

-New Model, New Strategies: Instructional design for building online wisdom communities; Charlotte N. Gunawardena*, Ludmila Ortegano-Layne, Kayleigh Carabajal, Casey Frechette, Ken Lindemann and Barbara Jennings
University of New Mexico, USA
To develop an online...community, learning activities must be designed to foster interactional competence, social negotiation of meaning, and construction of new knowledge.

-New Model, New Strategies: Instructional design for building online wisdom communities; Charlotte N. Gunawardena*, Ludmila Ortegano-Layne, Kayleigh Carabajal, Casey Frechette, Ken Lindemann and Barbara Jennings University of New Mexico, USA
Sustained teaching presence that encourages participation, but is not teacher centered, is crucial.

You can be the captain
And I will draw the chart
Sailing into destiny
Closer to the Heart
How can I manage my large online course more efficiently?

1. Set expectations
2. Specify the purpose of each Communication Tool
3. Apply Rubrics to Assignments
4. Provide Automated Feedback
5. Encourage Student Interaction by creating Group Assignments
6. Assign Peer Review
1) Set Expectations: Syllabus

“Investing time up front will reduce the need for follow-up and will provide students with a greater sense of security and a more accurate set of expectations about the course”

1. Provide a thorough syllabus and course schedule
2. Provide general discussion forum for general questions
3. Provide rubrics

(Hess, Falkofske, Young)
Set Expectations: Syllabus

EXPECTATIONS OF THIS COURSE
This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Note to developer: Based on the course requirements, please update the items below.

Students are expected to:
- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor(s) and peers
- Review and follow the course calendar
- Log in to the course [number of times] per week
- Respond to discussion boards, blogs and journal postings within [days]
- Respond to [emails/messages] within [days]
- Submit assignments by the corresponding deadline

The instructor will:
- Log in to the course [number of times] per week
- Respond to discussion boards, blogs and journal postings within [days]
- Respond to [emails/messages] within [days]
- Grade assignments within [days] of the assignment deadline

What the instructor expects from students..
What the students can expect from instructors..
Expectations: Student View

What the instructor expects from students..

What the students can expect from instructors..

EXPECTIONS OF THIS COURSE

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:
• Review the how to get started information located in the course content
• Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
• Interact online with instructor/s and peers
• Review and follow the course calendar
• Log in to the course [at least 3 times] per week
• Respond to discussion boards, blogs and journal postings within [1 day]
• Respond to [messages] within [1 day]
• Submit assignments by the corresponding deadline

The instructor will:
• Log in to the course [3 times] per week
• Respond to discussion boards, blogs and journal postings within [2 days]
• Respond to [messages] within [2 days]
• Grade assignments within [5 – 7 days] of the assignment deadline

Dr. Nicole Warmington CPO4047
2) Communication Tools

- Announcements: Create and view Course Announcements.
- Discussion Board: Create and manage Forums within the Discussion Board.
- Messages: Create and send private and secure Messages to Course members.
- Send Email: Send email messages to different types of users, system roles, and groups.

Making a choice
Communication Tools: Student View

COMMUNICATING WITH THE INSTRUCTOR

Contact with Professor

There are several ways you can contact me. The best way is to contact me through Blackboard messages located in the course. You can also schedule an appointment to meet with me during my office hours or we can schedule a virtual meeting in Adobe Connect.

I will respond to all messages sent to me in Blackboard three times a week (Monday, Thursday, Friday). If you need to reach me otherwise, please contact me by email at arangol@fiu.edu.

NOTE: Please contact FIU Online SUPPORT SERVICES for any and all technical issues [http://online.fiu.edu/contact_us.html](http://online.fiu.edu/contact_us.html)

Course Announcements:

In the course you will be updated with any new information via course “Announcements.”
3) Rubrics

Online Journal Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Journal Posted</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates content knowledge, understanding and</td>
<td>No journal</td>
<td>Reflections</td>
<td>Reflections</td>
<td>Reflections demonstrate understanding of course content knowledge and application of content within course framework using prior knowledge and 1-2 examples from course content when applicable. Reflections include critical thinking and synthesis. Reflections connect course concepts with other concepts in the subject matter area.</td>
</tr>
<tr>
<td>application gained from readings, assignments, movies, and/or coursework</td>
<td>posted</td>
<td>show very little evidence of understanding course content knowledge and application of content within course framework.</td>
<td>demonstrate understanding of course content knowledge and application of content within course framework using prior knowledge and 1-2 examples from course content when applicable. Reflections include critical thinking and synthesis.</td>
<td></td>
</tr>
<tr>
<td>Spelling and mechanics</td>
<td>0 points</td>
<td>3.25 points</td>
<td>3.75 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Reflections are written using grammatically incorrect sentences and/or</td>
<td>No journal</td>
<td>Reflections</td>
<td>Reflections</td>
<td>Reflections contain grammatically correct sentences without any spelling errors.</td>
</tr>
<tr>
<td>or have greater than 2 spelling errors.</td>
<td>posted</td>
<td>have one or more grammatically incorrect sentences and/or two spelling errors.</td>
<td>contain grammatically correct sentences without any spelling errors.</td>
<td></td>
</tr>
<tr>
<td>Completion of reflections and timeliness</td>
<td>No journal</td>
<td>The learner</td>
<td>The learner</td>
<td>The learner completes reflections and submits them on time.</td>
</tr>
<tr>
<td>posted</td>
<td>does not complete</td>
<td>does not submit reflexions and/or does not submit reflections on time.</td>
<td>completes reflections and submits them on time.</td>
<td></td>
</tr>
<tr>
<td>Total Points: 15 points</td>
<td>0 points</td>
<td>2.25 points</td>
<td>2.75 points</td>
<td>5 points</td>
</tr>
</tbody>
</table>

http://www.schrockguide.net/assessment-and-rubrics.html

http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf
Rubrics: Student View

Task Description

Name: Discussion Rubric Fall 2012
Description: Based on California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions

Scale

Dimensions

Description of Dimensions
4) Feedback: Assessments

Enter feedback that will display in response to a correct answer and an incorrect answer. If partial credit is allowed, answers that are partially correct will receive the feedback for an incorrect answer.

Correct Response Feedback

5. Test Feedback

Select the Type of Feedback Displayed Upon Completion
- Score
- Submitted Answers
- Correct Answers
- Feedback
Feedback: Assessments (Student View)

Response Feedback

Question 1

The color of the sky today is blue?

- Selected Answer: False
- Correct Answer: True

Response Feedback: The correct answer is blue

Question 2

The color of the sky today is?

- Selected Answer: Yellow
- Correct Answer: Blue

Answer Feedback: Yellow is not the answer

Response Feedback: The correct answer is blue

Thursday, March 14, 2013 12:09:27 AM EDT
Feedback: Assignments

Turnitin Assignment

Dr. Maria Reid DEP2000

Group Assignment

Dr. Laurie Shrage WST3641
Feedback: Rubrics

1) Overall feedback

2) Individual criteria feedback

Dr. Sorah Dubitsky SOP2772
## Feedback: Rubrics (Student View)

A rubric for assessing student participation in online discussions is displayed. The rubric evaluates Critical Thinking and Delivery of Post, with scores for each criterion ranging from 1 (low) to 4 (high).

<table>
<thead>
<tr>
<th>Grid View</th>
<th>List View</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (4.17%)</td>
<td>2 (8.33%)</td>
</tr>
<tr>
<td>3 (12.5%)</td>
<td>4 (16.67%)</td>
</tr>
</tbody>
</table>

**Critical Thinking**
- 1: Rudimentary and superficial; no analysis or insight is displayed
- 2: Generally competent, however information is thin and commonplace
- 3: Substantial information, thought, insight, and analysis has taken place
- 4: Rich in content; full of thought, insight, and analysis

**Feedback:**
- Good job!

**Delivery of Post**
- 1: Utilizes poor spelling and grammar. Post appear “hasty”
- 2: Many errors in spelling and grammar are evident
- 3: Few grammatical or spelling errors are noted in post
- 4: Grammatically correct post with no misspellings

**Feedback:**
- Be sure to use spell check before submitting your posts.

The rubric is used to provide a score and feedback to the student. The specific rubric shown is based on California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions.

Dr. Sorah Dubitsky SOP2772
“Yes, the grading rubric helps me manage the class. It helps me quickly read through 50-70 750-1200 word discussion posts each week because I have specific criteria that I'm looking for. Students are advised to refer to the rubric when writing their discussion posts.”
5) Student Interaction

“I have noticed that when students were a part of a smaller class, the overall quality of the interaction within the course improved immensely. The result has been more meaningful interaction that is more manageable for all involved.”

Panagopoulos, Lisa
Group Tools

Blogs
Collaboration
Discussion Board
Email
File Exchange
Journals
Tasks
ShareStream
Wikis

Dr. Maria Reid DEP2000
Dr. Maria Reid

DEP2000: Human Growth and Development: Introductory Developmental Psychology

Insert link to video here

Adobe Connect Groups

Students can record session and instructor may review and grade at a later point.
Adobe Connect Break-out Rooms

Smaller class discussions
Benefit for Students...

Students construct and acquire in-depth knowledge by participating in discussions, debating, questioning, inquiring and explaining (Boyle & Nicol, 2003), which leads to active and engaged learning and helps to create and sustain a learning community (Bangert, 2004).
6) Peer Review
Re-Cap

• Break large classes into small communities
• Maximize use of collaborative tools
• Maintain consistent presence
Thank you for giving us your time this morning.

FIU ONLINE is your proud partner on this headlong flight.
All this machinery making modern music 
Can still be open hearted 
Not so coldly charted 
It’s really just a question of your honesty 
One likes to believe in the freedom of music 
But glittering prizes and endless compromises Shatter 
the illusion of integrity