Information Technology Systems

The University of North Carolina at Wilmington

UNCW

Online Course Development
at UNCW
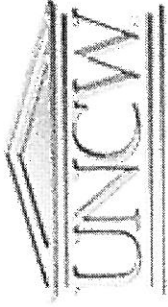
A Programmatic Approach

ITSD – Deans Briefing

Technology Issues and Plans

September 6, 2001

Dr. Robert E. Tyndall, Vice Chancellor,
Information Technology Systems Division

Jeff Jolly, ITSD e-Learning System
Administrator

WebCT
Helping Educators Transform Education

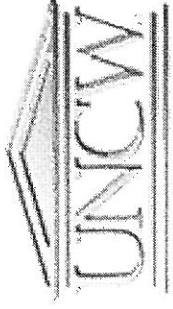Eduprise
Enterprise e-Learning Services

Information Technology Systems

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Chancellor's Steering Committee on
Information Technologies (CSIT)
Report – October 1998

Recommendation 7.1

Develop distance programs to
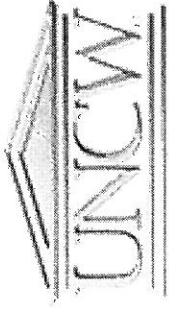be delivered entirely online.

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The GOAL

To reach the Chancellor's Steering Committee's Recommendation 7.1 by developing a programmatic method to produce and deliver the highest quality Online Education possible.
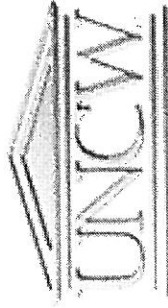
February 12, 1999

Information Technology Systems

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Strategic Framework
Distance and Distributive Education

- To provide increased educational flexibility and accessibility to traditional and non-traditional students through technologically enhanced and "fully online" courses.

- To guide departments and schools in the development of distance and distributive education plans including the assessment of course sequences, program goals, target audiences and projected costs.

- To design online courses which reflect sound pedagogical design principles that employ dynamic, robust technologies.

- To manage the course enhancement and "fully online" course development process consistent with the programmatic goals of academic units to ensure coherence and continuity while utilizing a faculty driven development process.
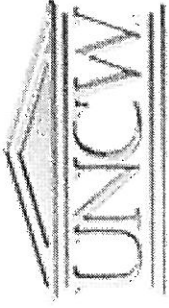
Information Technology Systems

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Strategic Framework
Distance and Distributive Education

- To provide students and faculty with the essential technical, administrative and service support necessary to admit, track and guide student progress.

- To create an online learning environment which is engaging, interactive and rich in resource linkages.

- To foster a performance-centered approach which assesses course quality against student mastery of valid instructional objectives.

- To establish an annual review process to determine the effectiveness of utilizing online technologies to reach new audiences, meet program goals and control costs.
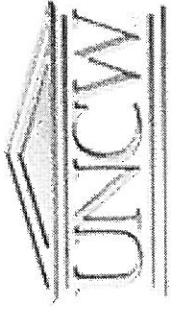
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Online Course Development in a Community of Practice Model

- These concepts are rooted in research focusing on professional communities and the attitudes, values, practices, language and reward structures which characterize and foster them.
  [Etzioni, Seiler, Lortie, Hammond, Tyndall]

- Communities of practices can be powerful in shaping attitudes, values and practice.
  [Liberwan, Renyi]

- This is not a training or workshop activity, but a work culture re-invention which is long overdue in higher education independent of the impact of technology.

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**UNCW's Model Focuses on Practice
And the Consequences of Practice**

❖ The commonality of teaching methods and language related to sound pedagogy is often at odds with concepts of academic freedom.

❖ Online instruction is often focused more on technology than learning and the role of professors in creating, reinforcing, fostering, enriching and accessing learning is obscured [Brown & Dungind]

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"Living Within a Culture of Continuous Transition"

UNCW Commits to Systemic Change

Web Course Development

Instruction Considerations

➢ **Instruction is complex and varied and will resist standardization**

The more complex the process the less standardized the process can become.

➢ **3 critical functions of teacher/teaching**

1) Prioritize, organize and update information
2) Create an environment of engagement
3) Conduct an assessment of learning

We believe that these 3 functions occur in an environment of interplay and adjustment not as discreet systems or events.

UNCW/RET 2001

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The Method

Create a Web Course Development Team made up of the *early adopters* of emerging web-based Instructional Design and Technology methods and tools.

Use this team to gain, build and pass on the knowledge required to develop fully online web-delivered courses.

Develop a RFP process in conjunction with Academic Affairs to identify the courses to be developed.

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HISTORY OF E-LEARNING COURSE DEVELOPMENT AT UNCW

Summer 1998 – First WCDT

Fall 1998 – First Online Web

Courses Offered

Summer 1999 – Second WCDT

Summer 2000 – Third WCDT

Summer 2001 – Fourth WCDT

Fall 2001   –   Proposed WCDT

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~ 83 Fully Online Courses at UNCW ~

Undergraduate - 71

College of Arts and Sciences - 42

Watson School of Education - 14

School of Nursing - 12

Cameron School of Business - 3

Graduate - 12

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Information Technology Systems

The University of North Carolina at Wilmington

~ Fall Online Courses at UNCW ~

Undergraduate - 30

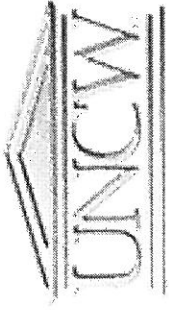College of Arts and Sciences - 17

Watson School of Education - 6

School of Nursing - 5

Cameron School of Business - 2

Graduate - 1

Watson School of Education - 1

Information Technology Systems

The University of North Carolina at Wilmington
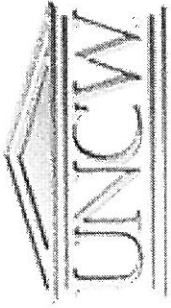
e-Learning has truly caught on at UNCW

Enrollment in e-Learning courses has grown

197%

from Fall 2000 to Fall 2001

Continued growth at this rate will result in

over 1000 students enrolled

in e-Learning courses for Spring 2002

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Over 218 UNCW courses using traditional delivery methods now have an online-enhanced component.

Many of these have the potential to be a fully online course.

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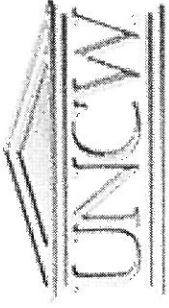
Current Course Management

Tool Issues

UNCW is now using two Course Management Tools:

Eduprise RCDDS

WebCT

The Eduprise RCDDS tool is being phased out. Five of the 26 Fall e-Learning courses this Fall are still RCDDS based. All courses will be converted by August 2002.

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Current Course Management Tool Issues

There is a request for multiple course management tools.

Decentralized model adhering to principles vs. WCDT model 2002-2003?.

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UNCW
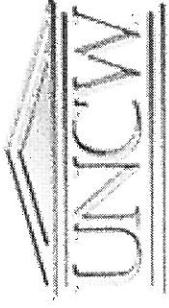
Current Course Management Tool Issues

Elimination of Stipends – ITSD proposes that it occur in phases.

Integrated requirement for online courses as part of course load.

Laptop requirement and impact on fixed labs and system capabilities.

Information Technology Systems Division

Chairs Briefing
Technology Issues and Plans
September 11, 2001
11:30 a.m. – 2:30 p.m.
Warwick Center Room 104

Item I	**UNCW Technology Services Continuum**	10 Minutes

- o To provide a profile of services that faculty and students need general access to for instructional purposes
- o Sample grid

Item II	**Current Status of Labs and Life Cycle Funding**	30 Minutes

Item III	**Update on UNCW's Fiber Infrastructure**	10 Minutes

- o Overview of the Baseline
- o Projects recently completed
- o Next projects

Item IV	**Migration to Outlook/Exchange**	30 Minutes

Item V	**Classroom Technology Assistance Plan**	20 Minutes

- o Overview of the Standards
- o Classrooms Completed – 24
- o Classroom target date October 20 - +32 (45 total)
- o Classroom by October 2002 +22 (67 total)

Item VI	**On-line Course Development**	20 Minutes

- o Overview of the principles
- o Progress to date
- o Next cycle
- o Continuing Issues

Item VII	**Other: Questions/Answers**	

Information Technology Systems Division

Deans Briefing
Technology Issues and Plans
September 6, 2001
11:00 a.m. – 1:30 p.m.
Cameron Hall Room 102

Item I	**UNCW Technology Services Continuum**	10 Minutes
	o To provide a profile of services that faculty and students need general access to for instructional purposes	
	o Sample grid	
Item II	**Current Status of Labs and Life Cycle Funding**	30 Minutes
Item III	**Update on UNCW's Fiber Infrastructure**	10 Minutes
	o Overview of the Baseline	
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Item VI	**On-line Course Development**	20 Minutes
	o Overview of the principles	
	o Progress to date	
	o Next cycle	
	o Continuing Issues	
Item VII	**Other: Questions/Answers**	

UNCW Web Course Development Model

**A Plan to Transition Web Enhanced
Courses to Fully Online Status
Independent of the current RFP Process**

Dr. Robert E. Tyndall, VC, ITSD
and Associate Provost
Dr. Melton McLaurin, Associate VCAA
Jeff Jolly, ITSD e-Learning System Administrator
Dr. Rick Dixon, Director Technology College
Dr. Paul Shotsberger, TLT Representative
Dr. Patricia Turrisi, Director CTE

Date: January 18, 2002

UNCW Web Course Development Model

University of
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at Wilmington

> *Definition: A fully online course allows the student to meet all
> course requirements online and is integrated with
> full administrative support.*

I - Administrative Requirements
- Must be admitted to UNCW, optionally via online process
- Enroll online
- Pay online
- Must respond to any student fees assessed by vendor, if appropriate.
- Must register course with ITSD e-Learning System Administrator
- Must have the UNCW look and feel or identity

UNCW Web Course Development Model

II - Pedagogical Expectations

- The course must be truly online, with the possible exception of test taking.
- Must be devoid of any willful violation of ethical and legal (copyright and trademark) standards.
- Must be clearly and easily navigable, even by inexperienced students.
- The goals and objectives of the course must be clearly stated.
- The instructional and assessment strategies must be in alignment with the goals and objectives of the course.
- The course must provide sufficient opportunities—in multiple ways—for students to contact the instructor on a timely basis to resolve problems.
- The course must include substantial amounts of student-instructor interaction
- The course must exhibit at least comparable rigor to in-class courses regarding the amount and relevance of work.
- The course must include regular and relevant assessments of student performance and mechanisms that provide timely performance feedback to students.
- Instructor (SPOT) Evaluation can be completed online
- Must use the WebCT Course Management Tool
- Must be approved by appropriate academic unit

University of North Carolina at Wilmington

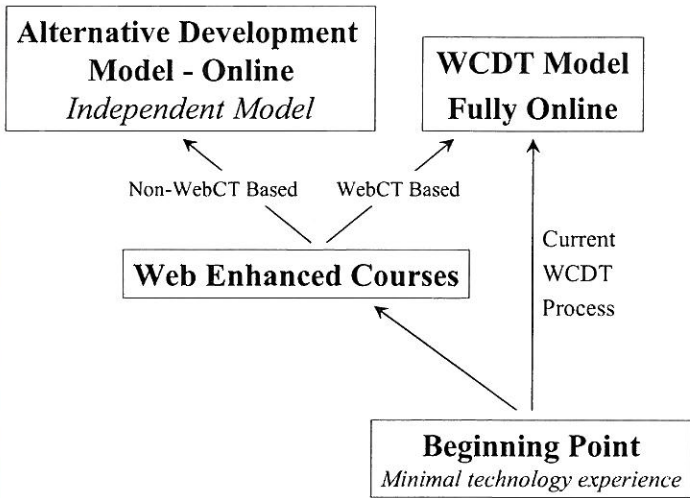---

UNCW Web Course Development Model

Pilot Steps - *How do we get from here to there.*

1- Submit administrative criteria to Distance and Distributive Education Committee, to Cabinet through VC ITSD.

2- Pilot & Refine the Transition Criteria.

3- Expand Option to Campus Community.

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UNCW Web Course Development Model

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at Wilmington

| Alternative Development Model - Online *Independent Model* | | WCDT Model Fully Online |

Non-WebCT Based   WebCT Based

Web Enhanced Courses

Current WCDT Process

Beginning Point
Minimal technology experience

UNCW Web Course Development Model

University of
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at Wilmington

Track 1 -> 2

- Respond to programmatic RFP
- Participate in Training / Orientation
- Develop WebCT competencies / features
- Submit to pedagogy course reviews
- Adhere to common format / look and feel
- Utilize course admin standards
- All aspects / requirements online
- Sign off by WCDT leader to verify course requirements are met
- Sign off for offering course by Department Chair

WCDT Model Fully Online [2]

Current WCDT Process

Beginning Point [1]
Minimal technology experience

Limited experience utilizing web supported instruction

UNCW Web Course Development Model

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at Wilmington

Web Enhanced Courses [3]

Beginning Point [1]
Minimal technology experience

Track 1 -> 3

- Enriched course content on web
- Create technology intense use by students
- Adhere to standard admission criteria
- Submit to Department Chair for Review as appropriate
- Submit to Technology College Director if seeking inclusion in inventory

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UNCW Web Course Development Model

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at Wilmington

Track 3 -> 2

- Respond to programmatic Review Process
- Participate in Training / Orientation
- Develop WebCT competencies / features
- Submit to pedagogy course reviews
- Adhere to common format / look and feel
- Utilize course admin standards
- All aspects / requirements online
- Sign off by designee of VC AA
- Register with ITSD e-Learning System Administrator

WCDT Model
Fully Online [2]

WebCT Based

Web Enhanced Courses [3]

UNCW Web Course Development Model

Alternative Development Model - Online [4] *Independent Model*	Without UNCW Online Course Administrative Support

Non-WebCT Based

Web Enhanced Courses [3]

Track 3 -> 4

•Participate in course management training as appropriate
•Ensure all course requirements can be met online
•Meet UNCW identia requirements
•Sign off by Dean / designee of VC AA

UNCW Web Course Development Model

Current Course Management Tool Issues

There is a request for multiple course management tools.

The Distance and Distributive Education Committee has responded to this issue:

"The University of North Carolina at Wilmington provides ongoing support for faculty and students only for those online courses offered through Eduprise using WebCT as the course support program (CSP). Only such courses will be officially listed as UNCW online courses."
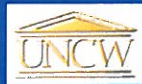
UNCW Web Course Development Model

Current Course Management Tool Issues

Should a campus unit adopt a different course support program, the Distance and Distributive Education Committee also has responded by saying:

"Courses developed for delivery online employing any other CSP will not receive UNCW support and will not be officially listed as UNCW online courses. Such courses may, however, be submitted to the Technology College for consideration for listing as Technology College courses."

UNCW Web Course Development Model

ITSD proposes the elimination of stipends over a three-year period as follows:

2002	4,000	*current cycle*
2003	3,000	
2004	2,000	
2005	-----	

Note: As stipend support decreases ITSD funding will shift to support departmentally based instructor trainers / designers to increase course options and support course development.

UNCW Web Course Development Model

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ITSD recommends that CTE continue to provide faculty training for Tenure Track faculty to become proficient in WebCT and to address the unique pedagogy considerations inherent in internet delivery. [Track 3 -> 4] ITSD will also enhance it's Training Support beginning in the fall of 2001.

UNCW Web Course Development Model

University of
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General Information

•ITSD can authorize faculty accounts for those who wish to use WebCT Tools in an enhanced environment even if he or she is not developing a fully online course.

•When the faculty member and chair are ready to enroll students in such a course, then each course will be required to have a department account number to cover per student enrollment costs effective July 1, 2001.

•Course enrollment will be based on reports generated by the ITSD WC Administrative Liaison. From this figure the administrative / vendor fee will be assessed.

UNCW Web Course Development Model

The WCDT

Now entering the fifth year of operation, the ITSD Web Course Development Team has developed a synergy that has successfully bridged the gap between *early adopters* and other members of the UNCW Faculty.

As of Fall 2001, there was an inventory of 83 Fully Online Web delivered courses.

The Spring 2002 WCDT will bring the total to 99 Fully Online Web delivered courses.

University of North Carolina at Wilmington

UNCW Web Course Development Model

Chancellor's Steering Committee on Information Technologies (CSIT) Report – October 1998

Recommendation 7.1

Develop distance programs to be delivered entirely online.

University of North Carolina at Wilmington

*UNCW Web Course Development
Model*

**History of Web Course
Development at UNCW**

Summer 1998 – First WCDT

Fall 1998 – First Online Web
                Courses Offered

Summer 1999 – Second WCDT

Summer 2000 – Third WCDT
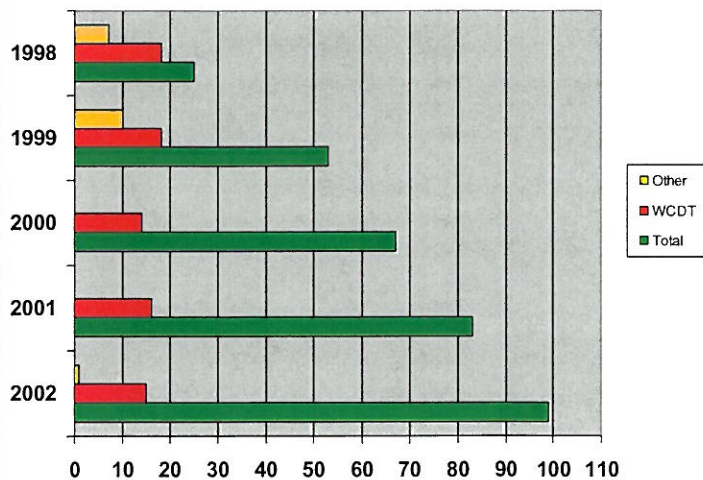
Summer 2001 – Fourth WCDT

Spring 2002   – Fifth WCDT

*University of
North Carolina
at Wilmington*

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*UNCW Web Course Development
Model*

Web Course Development

*University of
North Carolina
at Wilmington*

Legend:
- Other
- WCDT
- Total

Years: 1998, 1999, 2000, 2001, 2002

Axis: 0 10 20 30 40 50 60 70 80 90 100 110

UNCW Web Course Development Model

~ 83 Fully Online Courses at UNCW ~

Undergraduate - 71
College of Arts and Sciences - 42
Watson School of Education - 14
School of Nursing - 12
Cameron School of Business - 3
Graduate - 12
Watson School of Education - 10
School of Nursing - 2

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UNCW Web Course Development Model

~ Spring 02 Online Courses at UNCW ~

Undergraduate - 26
College of Arts and Sciences - 9
Watson School of Education - 8
School of Nursing - 7
Cameron School of Business - 1
Graduate - 2
Watson School of Education - 1
School of Nursing - 1

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UNCW Web Course Development Model

Online Course Enrollment

Year	Term	Courses	Enrollment
2000	Summer I	1	29
	Summer II	3	82
	Fall	26	411
2001	Spring	27	554
	Summer I	5	119
	Summer II	2	41
	Fall	30	691
2002	Spring	28	614

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The University of North Carolina
at Wilmington
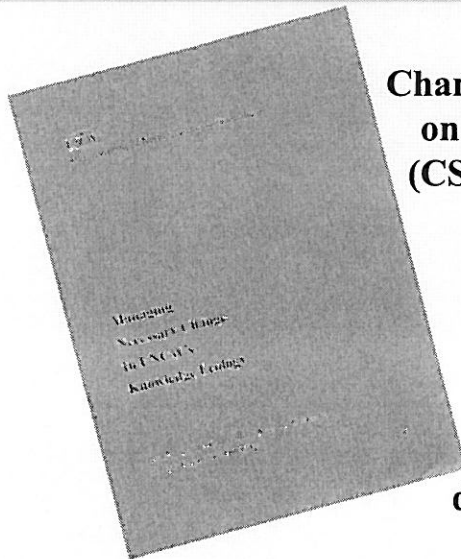Information Technology Systems Division

UNCW

Informal Briefing for the Faculty Senate Steering Committee

Online Program Development Update

February 5, 2002

Dr. Bob Tyndall,
Vice Chancellor for Information Technology
Systems Division

Dr. Rick Dixon,
Director, Technology College

The University of North Carolina
at Wilmington
Information Technology Systems Division

UNCW

Chancellor's Steering Committee on Information Technologies (CSIT) Report – October 1998

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o guide departments and schools in the development of distance and distributive education plans including the <u>assessment of course sequences, program goals, target audiences and projected costs.</u>

❖
o design online courses which <u>reflect sound pedagogical design principles</u> that employ dynamic, robust technologies.

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o <u>manage the course enhancement and "fully online" course development process consistent with the programmatic goals</u> of academic units to ensure coherence and continuity while utilizing a faculty driven development process.

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o <u>provide</u> students and faculty with the <u>essential technical, administrative and service support</u> necessary to admit, track and guide student progress.

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❖
o <u>foster a performance-centered approach</u> which assesses course quality against student mastery of valid instructional objectives.

❖
o <u>establish an annual review</u> process to determine the effectiveness of utilizing online technologies to reach new audiences, meet program goals and control costs.

"Living Within a Culture of Continuous Transition"
UNCW Commits to Systemic Change
Web Course Development

Instruction Considerations

> ➤ **Instruction is complex and varied and will resist standardization**

> The more complex the process the less
> standardized the process can become.

> ➤ **3 critical functions of teacher/teaching**

> 1) Prioritize, organize and update information
> 2) Create an environment of engagement
> 3) Conduct an assessment of learning

> We believe that these 3 functions occur in an environment of
> interplay and adjustment not as discreet systems or events.

The Method

Create a Web Course Development Team made up of the *early adopters* of emerging Web Based teaching methods and tools.

Use this Team to gain, build and pass on the knowledge required to develop Fully Online Web Delivered Courses.

Develop a RFP process in conjunction with Academic Affairs to identify the courses to be developed.

The Method

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Use this Team to gain, build and pass on the knowledge required to develop Fully Online Web Delivered Courses.

Phase I:

Develop a RFP process in conjunction with Academic Affairs to identify a constellation of courses to be developed.

Phase II:

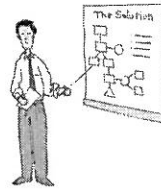Link courses under target programs and grow capacity in departments.

The Team

The ITSD WCDT Leader

Two ITSD WCDT Faculty Associates

ITSD e-Learning System Administrator

ITSD Client Services Staff

Center for Teaching Excellence Staff

"Living Within a Culture of Continuous Transition"
UNCW Commits to Systemic Change

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Will be updated Fall 2002