Tales of Three Engagements: Web-Enhanced, Blended, and Online Instruction

Nihal Gunay
West Georgia Technical College, ngunay@westga.edu

Jennifer Jiles Davis
West Georgia Technical College, Jennifer.davis@westgatech.edu

Jeremy Eason
West Georgia Technical College, jeremy.eason@westgatech.edu

Martha Harvey
West Georgia Technical College, martha.harvey@westgatech.edu

Norma Plunkett
West Georgia Technical College, Norma.plunkett@westgatech.edu

See next page for additional authors

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Gunay, Nihal; Davis, Jennifer Jiles; Eason, Jeremy; Harvey, Martha; Plunkett, Norma; and Patterson, Dee Dee, "Tales of Three Engagements: Web-Enhanced, Blended, and Online Instruction" (2015). SoTL Commons Conference. 6.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/6

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Presenters
Nihal Gunay, Jennifer Jiles Davis, Jeremy Eason, Martha Harvey, Norma Plunkett, and Dee Dee Patterson
Tales of Three Engagements: Web-enhanced, Blended, and Online Instruction

SoTL Commons Conference
March 2015
Presenters

♦ Dr. Nihal Günay—Executive Director, Online Teaching and Learning
♦ DeeDee Patterson—Faculty, Cosmetology
♦ Norma Plunkett—Faculty, Mathematics
♦ Jeremy Eason—Faculty, Business Administrative Technology
♦ Jennifer Jiles-Davis—Faculty, English
♦ Dr. Martha Harvey—Faculty, Anatomy and Physiology
Overview

- About West Georgia Technical College (WGTC)
- Faculty characteristics and motivation for participating in online instruction
  - Demographics
  - Gender
  - Attitude
  - Training Sessions

- Best Practices
  - Web-enhanced
  - Blended
  - Synchronous Online
  - Asynchronous Online

Diagram:

- Knowledge
- Skill
- Development
- Experience
- Performance
- Best Practices
Student Enrollment
(Spring Semester 2015)

Duplicated Enrollment: 8,297

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>2,037</td>
</tr>
<tr>
<td>Carroll Campus</td>
<td>1,603</td>
</tr>
<tr>
<td>Douglas Campus</td>
<td>1,449</td>
</tr>
<tr>
<td>LaGrange Campus</td>
<td>966</td>
</tr>
<tr>
<td>Coweta Campus</td>
<td>930</td>
</tr>
<tr>
<td>Murphy Campus</td>
<td>875</td>
</tr>
<tr>
<td>CEC Site</td>
<td>370</td>
</tr>
<tr>
<td>Greenville Site</td>
<td>45</td>
</tr>
<tr>
<td>Franklin Site</td>
<td>22</td>
</tr>
</tbody>
</table>

Some students may attend class on more than one campus.

24 percent of students are taking at least one class online!
Online Faculty Involvement
(Günay 2013; Seaman, 2011)

- Difference between web-enhanced and blended/online is “as great as difference between driving a car and flying a helicopter” (Turgeon, et al., 2000, p. 288). [Table 1]
  - Online teaching is more prevalent among female faculty
  - Individuals 30-44 years of age are more likely to be involved in blended and online instruction
  - Highest degree facilitates involvement in online—Masters for technical college faculty [Table 2]
Online Faculty Involvement
(Günay 2013; Seaman, 2011)

- Department affiliation is a predictor of faculty involvement in technical colleges
  - Arts and Science, Business and Public Services
  - Training and technical advances will decrease gap; more Allied Health and Trade and Tech faculty will be involved in blended instruction
  - Blended/Online experience = Positive attitude
  - More Training = More involvement and positive attitude
Faculty involvement is the key for success in utilizing an online platform effectively.

- **Flexibility & Convenience**
  - Feeling of Success
  - Level of technical support
    - 24*7 help desk
  - Mentorship between faculty members
    - Veteran & Novice
    - Course Editor & Teaching Faculty

*Faculty will NOT naturally know how to integrate and teach with technology*
Best Practices

✧ Training Process
- Web-enhanced
- Blended
- Online

✧ Master Course Setup
- Syllabus
- Course Room
- Course Content
  - Subject Matter Expert

✧ Online Interview Course
- 1 week duration
  - At least 8-10 hours intense work
  - Synchronous & Asynchronous

✧ Online Faculty Lounge
Web-enhanced Instruction in Skills-Based Programs

DeeDee Patterson
Cosmetology is more than cutting hair
- Is the study of hair, skin and nails
- Requires book work, testing, projects, and extensive lab work
- Students attend class 6 hours each day, 4 days per week

Benefits of web-enhanced instruction
- In-class Demonstrations
- Student Resources
- Online Testing
Web-enhanced Challenges

- Challenges faculty face in skills-based programs
  - Contact Hours
  - Number of Adjunct Faculty
    - Training
    - Faculty Course Resources
Web-enhanced Instruction in Learning Support Redesign

Norma Plunkett
Learning Support Redesign

◊ Implementation Plan
  • Course Redesign
  • Implementing Learning Strategies
  • Faculty Training

◊ Results
  • Student success before and after redesign
Implementation Plan

Course Redesign

- QEP (Quality Enhancement Plan)
  - GOAL: To improve student learning and success in learning support math and in the subsequent college algebra course
- Redesign a three-part learning support math course sequence into one course
Implementation Plan

Implementing Learning Strategies

- Integrate computer-aided instruction through ALEKS (Assessment and LEarning in Knowledge Spaces)
- Learning process shifts from teacher-centered to learner-centered
- Improve students’ problem-solving skills by employing real-world applications in weekly problems
Implementation Plan

Faculty Training

- First pilot instructors: ALEKS consultation/training session
- Full-time pilot faculty, ALEKS champions: In-house training
- Remaining faculty (all full-time and some part-time): Champions developed and provided training

- Remaining faculty (part-time and new): Ongoing and continuous training provided by ALEKS champions
Results

Student Success Before and After Redesign

Before: 53%
After: 70%
Blended Instruction

Jeremy Eason
Training

- 2004: Adjunct instructor—web-enhanced courses (no training)
- 2006: Adjunct instructor—continued web-enhanced and began online courses (no training)
- 2007: Full-time instructor—received no training; created lab-based courses individually
- 2008: Taught all formats—web-enhanced, blended (or hybrid), and online
- 2009: Colleges merge— instructed Level 2 web-enhanced training
What is blended instruction?

- Mix of traditional and online instruction
- Various formats
  - Shorter duration of daily class meetings
  - Fewer class meetings
    - One-day per week
    - Consecutive on-campus meetings followed by consecutive online meetings
    - Mini-mesters (8-weeks)
Master Course Development

✧ LMS Master Courses
  • Created by full-time faculty
  • Include resources for part-time instructors

diamond Online Labs
  • SAM
  • SNAP
  • SIMnet
Benefits of Online Lab Master Courses

- Content consistency
- Streamlined grading process, including consistency
- Verification of student participation
- Notification of academic integrity violation
Challenges of Online Lab Master Courses

- Development is time intensive
- Adjunct training unavailable due to ACA hour-limit concerns
- Inability to determine duration of completed projects
Synchronous Instruction

Jennifer Jiles-Davis
Online Teaching/Training History

- 2003 – Started enhancing my traditional classroom using Blackboard for tests, email communication, discussion boards, posting supplemental content, and *et cetera*
  - Received in-house training

- 2005 – Volunteered to teach online after receiving an email from administration requesting those interested to participate in training
  - Received online instructor training from Dept. of Technical & Adult Education (DTAE)
Online Teaching/Training History

- 2010 – Started teaching blended classes
  - Required in-house course completion prior
- 2010 – Incorporated master course shell content in ALL courses, not just online
- 2011 – Completed comprehensive online instructor’s course with Sloan-C
  - Participated in several learning management system (LMS) feature-specific in-house trainings
Online Teaching/Training History

- 2012 – Started teaching synchronous online classes
- 2014 – Started serving as the master course shell editor for
  - Rhetoric & Composition I (English 1101)
  - Technical Writing (English 1105)
  - Fundamentals of English I (English 1010)
What is synchronous online learning?

Synchronous online learning requires students and instructors to meet online at the same time via a collaboration tool like Blackboard Collaborate to participate in the following as a class:

- Lectures
- Presentations
- Discussions
- Group collaboration
- Class meetings
Method for Conducting Synchronous Classes

Blackboard Collaborate access offered as a “nugget” within WGTC’s learning management system

- “Nugget” allows instructors to schedule class and remind students of class meetings
- Provides the link by which students access the Blackboard Collaborate class meeting
- Allows students to view past class meetings
Blackboard Collaborate and Synchronous Learning

Once students have logged into Blackboard Collaborate, they can

- see and hear the instructor and each other, depending on how instructor has set up his or her class.
- raise their hands to ask questions.
- send instructor private chat messages.
- interact with classmates in private group rooms.
- view videos as a class.
- share ideas on a Whiteboard.
Pros of Synchronous Learning

“Studies show that the higher a learner perceives the level of collaboration the more satisfied [he or she] [is] with e-learning overall (Diaz & Entonado, 2009, et al., 2009).
I have had student (especially those who thrive on human interaction) tell me they no longer take online classes because those types of classes make them feel “lonely” or “lost.” Some say they feel like they have to teach themselves.

Synchronous learning provides a wonderful alternative for these students by providing them with the following:

- Real-time interaction with their classmates and instructors
- The opportunity to interact and collaborate in ways they never would in either the traditional or asynchronous online classes
- Learning opportunities geared to all learning styles
The unique communication features built in to most collaboration tools and the flexibility of access locations provides students with a “... sense of safety that result[s] for some students who [feel] shy or “put on the spot” when commenting in a traditional classroom” (McBrien et al., 2009).

I have witnessed even students who generally would not raise their hand and answer questions in my traditional classroom eager to type in an answer in the synchronous online classroom.
The Cons of Synchronous Online Learning

- Technical difficulties can create problems within the collaborative platform.
- Students can log into the class and “leave.”
  - Instructors have to create collaborative learning activities to sidestep these types of behaviors.
- Students must have access to required technology.
- Students must have some technological finesse.
- Instructor MUST have received adequate training in the collaborative environment and be willing to learn new technologies.
- Students’ personal lives can conflict with course offering.
Asynchronous Instruction

Dr. Martha Harvey
Adjunct (part-time) one year
  - **NO** training!!!

Full-time three years, including one year online
  - Web-enhanced & blended training
  - Asynchronous instruction—training required first
Survey

- How many teach online classes now?
- How many are course editors for online classes?
- How many teach from Master Shells?
- How many feel this will happen to you soon?
How WGTC Provides Content for Instructors

- Course Editors
- Master Shells
- Training for Online Courses
How a LMS Helps Instructors

- Course Editors – subject matter experts
- Master Shells – instructors and adjunct
- More time with students
- Time to build connections
- Helps new faculty or adjunct
- Makes grading easier
- Gets information or changes to students quickly
Online Training

- **REQUIRED; most important**
- **1 week long**
  - Approximately **8-10** hours of intense work
  - Realistically, it took me longer (30 hours)
    - Synchronous and Asynchronous Training
- We will lecture on Tissues first
- We will take our Exam 1 after lecture

- We will lecture on Lymphatics first
  - We will take our exam at the end of the class period

- Since I went over the normal vs abnormal ECG in lab AND the answers are in your book
  - You must refer to the corresponding page.
The Virtual Learning Campus at WGTC
Meet the VLC Staff

Faculty Materials, Martha!

Monday Assignments

Tuesday Assignments

Wednesday Assignments

Thursday Assignments

Friday Assignments
Faculty Materials, Martha!

ANGEI Tutorials & Guides

1. Proctored Exam Procedures, Information, and Forms for Faculty 201412
   - How to set up Tegrity, procedures, and forms for proctored exams
2. New Online Adjunct Orientation Overview
   - Helpful information on a variety of topics
3. Instructions for New Instructors
4. Viewing your course as a student
5. No Show vs. Withdrawals
   - What are the differences?
6. Accessing and Using Faculty Banner Web
7. Generic Welcome Letter
   - Personalize and send to students 1-3 days before the course begins
8. WE, Online, Hybrid Semester - FY 2014 Syllabus Template
   - This syllabus has been approved for all course offerings at WGTC.
9. How to Submit a Student Support Request
10. Frequently Used Forms
    - Change of Grade, Work Ethics
11. Work Ethics Student Data
    - Important: Please Read
12. Netiquette Refresher
    - Some core rules of netiquette to follow in your online course room.
Monday Assignments

To successfully complete today's assignments, you will need to complete the following:

1. Complete and submit a welcome letter in the dropbox below.
2. Participate in the Cyber Cafe - Welcome! discussion board.
3. Complete the ANGEL Mail assignment.
4. In your Sandbox Course, personalize the syllabus, save it as a PDF, and upload it in your Sandbox Course (tutorials in the Faculty Materials folder).
5. Complete the Instructor Form for Proctors (see Faculty Materials folder, then Proctored Exam folder). Submit your completed Instructor Form for Proctors in the dropbox below.

Welcome Letter
Create and upload a welcome letter here

CyberCafe - Welcome!
A Forum for Introductions and General Discussions

Course Mail Assignment
Click here to read directions for this assignment

Completed Instructor Form for Proctors
My Best Practices

5. Communicate, Communicate, Communicate
4. Email Welcome Letter
3. Email Reminders
2. Email “Atta boys”
My Best Practices

1. **Technology Assignment**
   - I get to know them better
   - I can individually respond to each person; builds rapport
   - Know their technology level/skills
     - Target those that need help
     - Figure out the “last minute” students
     - “I didn’t know” students

![Cartoon of a person hitting a computer with the caption: I keep hitting 'escape,' but I'm still here.](image-url)
UPLOAD “Tell Me About Yourself” Technology Homework Assignment

Due per syllabus - Directions Inside

This assignment is due per syllabus

Tell me about Yourself HW assignment - Due per syllabus
Directions

Dropbox for “Tell me about Yourself”
Upload your assignment in here!
Thanks so much for your time!

"Education is not the learning of facts, but the training of the mind to think."

-Albert Einstein
Questions
References


