



**From Face to Face to Cyberspace**  
Instructional Design Document

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### **Problem Statement**

The College of Business Administration at George University plans to transition from traditional face-to-face courses to entirely online classes for its Masters program. Many of the faculty members have little experience with online teaching practices. A training program will be designed and conducted by the Distance Education department for faculty to acquire strategies to develop their pedagogy knowledge and skills for online teaching. In preparing the faculty for teaching online, this will advance the distance teaching practices for George University. The scope of this training program solely covers the theory of online teaching and its use with George University's Learning Management System (LMS).

### **Learner Analysis**

The primary audience for this training program are all Masters of Business Administration (MBA) faculty members working at George University. The current number of faculty members in the MBA program is fifteen. Given the nature of the change in instruction, faculty members may decide that this change is not suited to them and leave George University which could potentially affect the total number of faculty members to be trained

### **General Characteristics**

Fulltime/Part-time /Adjunct Faculty

### **Training Prerequisites**

Faculty members have to have knowledge of basic computer skills as follow:

- Word-processing (Create, edit & save documents).
- Email (Send & receive email & attach documents & pictures).
- Internet (Understand & use browser).

### **Specific Entry Characteristics:**

- Faculty members are highly educated, holding PHD's in their field of study with most having written books and articles in their area of teaching. They are experience educators but they need to acquire strategies developing their pedagogy knowledge and skills for online teaching.
- Faculty members are motivated to move their courses online because the face-to-face portion of the MBA program will come to an end in 2016. Their motivation to convert their courses is to keep their positions/contract at George University. In addition, they will be teaching/advising remotely which will allow increased flexibility in their own

lives. It is also an opportunity for additional money because they can teach multiple sections per semester.

- Faculty will be compensated in the amount of \$1500 when they finish designing their online course. Instructors will begin designing their online courses upon completion of the training program and submit it within a designated time frame.

### **Contextual Analysis**

The context influences every aspect of the learning experience. Context is a collection of factors that can facilitate instruction and learning.

### **Orienting Context**

- Faculty members are aware that the MBA face-to-face program will no longer be available. In 2016, the entire degree will be offered online. Therefore, their goal in completing this training is to preserve their positions and continue teaching their courses online.
- At the end of the second day of the training program, the Director of the Distance Education department at George University will conduct an open discussion with participants to ensure that the training is meeting and accommodating their needs. At the start of the training program there will potentially be concerns on the part of the faculty will need to be addressed and shown that they are valued and taken seriously. The choice of the Director of Distance learning to conduct this discussion shows the MBA programs commitment to the faculty's needs.
- An optional follow up training session will be conducted one month after the conclusion of the program. It will be eight hours face-to-face. The follow up will be a chance to discuss difficulties, challenges and questions that need to be addressed in order to complete designing their online courses.
- The Distance Education department will appoint two Instructional Designers to address questions in designing and developing course material.

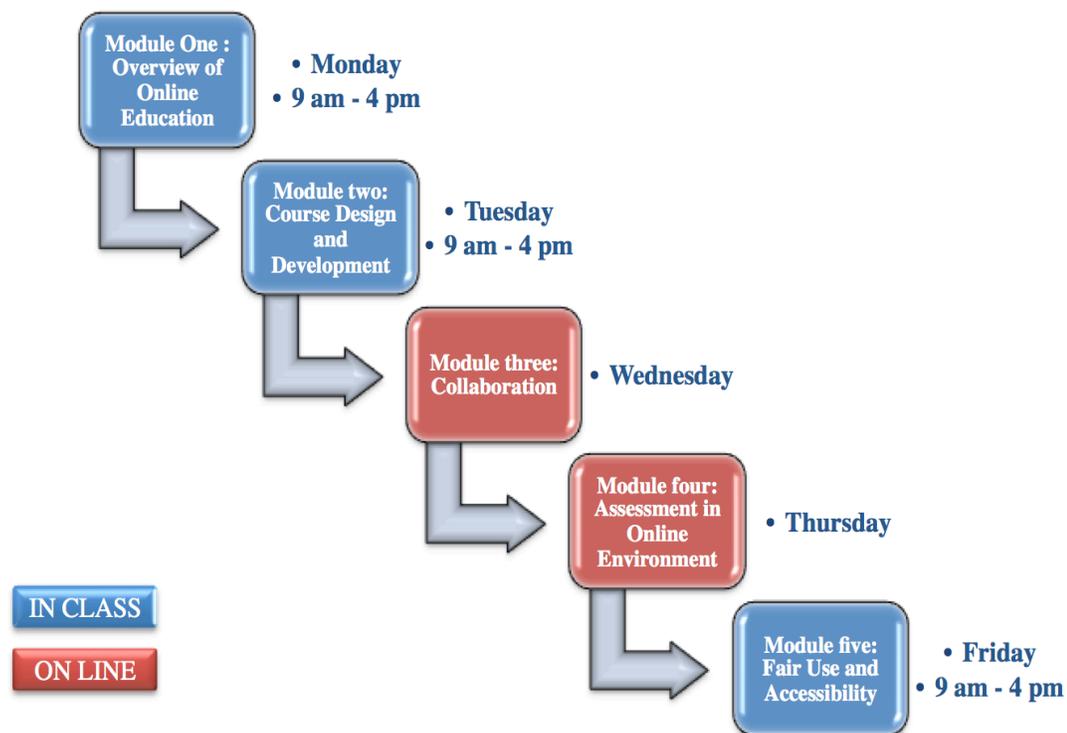
### **Instructional Context**

- The training will be conducted at George University's MBA technology lab. The lab is equipped with 20 desktop computers.
- The lab is equipped with a smart board, projector and sound system which all will be used for facilitation purposes.

- PowerPoint presentations will be used during training.
- Two facilitators from the Distance Education department will lead the training.
- An Instructional Technologist will also attend the training to assist with any technical questions or technical issues.
- Assignments will be conducted online using George University's LMS.

### Scheduling of the Training Program

- The training will be conducted during George University's scheduled spring break for the 2015-2016 academic year.
- Allotted time for training will be five days: Monday to Friday.
- Three modules will be conducted face-to-face and two modules will be led online.
- Face to face sessions will be held from 9:00 AM to 4:00 PM on Monday, Tuesday and Friday. Online modules are Wednesday and Thursday (Figure 1)



### Transfer Context

- All classroom materials PowerPoint and handouts will be available online for future use and reference on George University's LMS course site for the training.

- The LMS course site for the faculty training will have five (5) modules and all instructional materials/resources will be available under their respective sections (See Task Analysis for Modules)
- The Distance Education department is providing instructional designers and instructional technologists to assist faculty with questions while they are designing their online courses.
- The Distance Education department website provides resources for faculty. Resources include instructional guides, tutorials, tips and best practices in online teaching.
- The participants will be subscribed to an email list providing them with the latest news and updates in online learning.

### **Task Analysis**

George University's MBA face-to-face program will be conducted entirely online starting the 2016-17 academic year. However faculty in the MBA program are not ready to teach online because they have never taught online. Therefore, they need to be trained on strategies to develop their pedagogy knowledge and skills for online teaching to convert their face-to-face courses to an online format.

Five modules will cover the courses content during the week in a hybrid course format. The choice of a hybrid format was chosen in order to effectively engage faculty new to online learning. The first, second, and fifth modules will be conducted via face to face in order for faculty to express concerns and relieve stress through a format they are familiar with while in transition. The third and fourth modules will be conducted entirely online to simulate a student and teachers point of view during class. These modules are focused both on introducing the material to them as well as developing their self-efficacy in an online environment.

### **Module One: Overview of Online Education**

This module is an overview of online education concepts and introduces the essential elements of online learning. Participants will actively discuss topics that relate to online teaching issues. Participants will explore in depth these topics:

- An overview of online teaching concepts.
- Opportunities and challenges for students and educators.
- Issues in online learning.

- The resources provided at George University to enhance the online learning experience.
- George University LMS Overview.

**Module Objectives:**

By the end of this module, participants will be able to:

1. Develop a functional understanding of the online teaching in the context of contemporary educational offerings
2. Understand their own readiness for online teaching
3. Identify the characteristics of online teaching, hybrid / blended and traditional courses
4. Explore learning resources and technical support available for their own online course
5. Proficient using the basic features of George University learning management system (LMS):  
Navigation in your course site, email, Discussion Board, uploading documents, Creating Content Area and Creating assignments

**Module Two: Course Design and Development**

This module is an overview on how to build an online course using tips and best practice in the online teaching field. Participants will explore in depth these topics:

- The Quality Matters Rubric.
- The challenge of redesign.
- Creating learning objectives.
- Creating an effective syllabus.

**Module Objectives:**

By the end of this module, participants will be able to:

1. Critique course design layouts
2. Design and Compose an effective syllabus
3. Organize the course content using systematic methods
4. Use the Quality Matters Rubric to guide course design

**Module Three: Collaboration**

This module is an overview on online collaboration tools and teaching strategies. Participants will actively discuss topics and collaborate with peers in projects. Participants will explore in depth these topics:

- Collaborative learning, skills and responsibilities of the faculty.

- Asynchronous and synchronous communication.
- Course communication policies and procedures.
- Group strategies and policies for collaborative learning.

**Module Objectives:**

By the end of this module, participants will be able to:

1. Utilize asynchronous and synchronous communication tools to enhance online communication.
2. Identify the skills and responsibility facilitators need to be successful online educators.
3. Establish the course communication policies and procedures.
4. Identify and set-up group strategies and policies for collaborative learning

**Module Four: Assessment in Online Environment**

This module is an overview of assessment techniques and tools used in the online learning environment. The module explores the following topics:

- Aligning assessments with objectives.
- Types of assessment: formative/summative.
- Creating a rubric for assessments.
- Plagiarism detection and prevention.

**Module Objectives:**

By the end of this module, participants will be able to:

1. Compare and discuss formative and summative assessment concepts.
2. Evaluate the strengths and limitations of various assessment approaches.
3. Apply a variety of assessment models to their own online course

**Module Five: Fair Use and Accessibility - Technology Tools**

This module is an overview of:

- Explore Intellectual property law, Fair Use Guidelines, ADA standards. Participants will explore the following topics in American law:
  1. Copyright and Fair Use

2. Intellectual Property
  3. Privacy issues (FERPA)
  4. ADA standards
- Explores some of the technology tools used to build and deliver online courses, as well as various new web 2.0 tools. Participants will explore the following topics:
    1. The challenges and benefits of technology integration to support deep learning.
    2. Web 2.0 tools

### **Module Objectives:**

By the end of this module, participants will be able to:

1. Comprehend and discuss copyright, intellectual property, academic integrity, privacy, and ADA standards
2. Apply some of Web 2.0 tools to their online courses

### **Instructional Approach**

The table below identifies day one session schedule Overview of Online Education.

Time: 7 hours

Location: George University Technology Lab 106

### **Technology Requirements**

- The training will be conducting at George Universities MBA technology lab. The lab is equipped with twenty (20) PC computers.
- The lab computer are connected to the internet and joined to George University's internal network.
- The lab features include a smart board, projector and sound system

<b>Topic</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Time</b>
Introduction		<b>Instructor PowerPoint's presentation Includes:</b> <ul style="list-style-type: none"> <li>• Program overview</li> <li>• Schedule</li> <li>• Expected outcome upon competition</li> </ul> <b>Activity: Ice Breaker</b>	<b>30</b> <b>Minutes</b>

		Instructors and faculty members will introduce themselves.	
An overview of online teaching concepts	1	<p><b>Instructor PowerPoint's presentation Includes:</b></p> <ul style="list-style-type: none"> <li>• What is online learning?</li> <li>• What is the Future for Online Enrollment Growth?</li> <li>• Distance Learning Terminology</li> </ul> <p><b>Activity: True or False game</b></p> <p>The instructor will distribute index cards to all participants.</p> <p>On these index cards will be a true or false statement about online teaching and classes.</p> <p>Participants will have to decided whether the statement on the card falls under the category of True or False</p> <p>Instructor ask participants:</p> <ul style="list-style-type: none"> <li>• to read their sentence loud to the class.</li> <li>• decide whether it is truth or myth and why</li> <li>• Stick the index card under the truth or myth column on the wall</li> </ul> <p>After all participants finish with their index card.</p> <p>Instructor will read the correct answers</p>	<b>60</b> <b>Minutes</b>
<b>Break</b>			<b>15</b> <b>Minutes</b>
An overview of online teaching concepts	2	<p><b>Activity: Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Participants will work on group. Each group will come up with a list of skills that teachers and learners need to have in order to teach and learn online.</li> <li>• Faculty will take an online assessment</li> </ul>	<b>60</b> <b>Minutes</b>

		<p>provided courtesy of Penn State University World Campus. The online assessment available via the following link (<a href="#">Faculty Self-Assessment: Preparing for Online Teaching</a>). This assessment will help faculty to reflect on their teaching style, circumstances and technical skills.</p> <ul style="list-style-type: none"> <li>• Upon finishing the online assessment, each faculty will receive an email with your results.</li> <li>• Class open discussion led by the instructor to answer the following:</li> <li>• Are online instructions different from teaching in class?</li> <li>• Can anyone teach online class?</li> <li>• What skills does an online instructor need?</li> <li>• What are the problems that may encounter?</li> <li>• Is teaching online more work than traditional teaching?</li> </ul>	
<b>Lunch Break</b>			<b>60 Minutes</b>
<p>Opportunities and challenges for students and for educators.</p> <p>Issues in online learning</p>	3	<p><b>Instructor PowerPoint presentation Includes:</b></p> <ul style="list-style-type: none"> <li>• Common Characteristics of Online and Face-to-Face Learning.</li> <li>• Differences between Online and Face-to-Face Learning</li> <li>• Online vs. hybrid</li> </ul> <p><b>Activity: Group Discussion</b></p> <ul style="list-style-type: none"> <li>• Each group will come up with a list of Pros and Cons for face-to-face and Online class</li> <li>• Each group will present their finding with</li> </ul>	<b>60 minutes</b>

		the class	
The resources provided at George University to enhance the online learning experience.	4	<p><b>Instructor PowerPoint presentation Includes:</b></p> <ul style="list-style-type: none"> <li>• Demonstrations highlighting the following software/websites: <ul style="list-style-type: none"> <li>• SoftChalk</li> <li>• Camtasia</li> <li>• Respondus LockDown Browser:</li> <li>• SafeAssign</li> <li>• Go-to-meeting/webinar</li> <li>• McGraw Hill</li> <li>• NBC Learn</li> </ul> </li> </ul> <p><b>Activity: Group Discussion</b></p> <p>Each group will choose one or two of the discussed technologies above and discuss how to use it in online course. Each group will present to class.</p>	<b>60 Minutes</b>
<b>Break</b>			<b>15 Minutes</b>
George University LMS Overview	5	<p><b>Instructor PowerPoints presentation Includes :</b></p> <ul style="list-style-type: none"> <li>• What is Blackboard?</li> <li>• How to access Blackboard?</li> <li>• Blackboard interface</li> <li>• Course site overview</li> <li>• Blackboard tools</li> <li>• Building content</li> </ul> <p><b>Activity: Hands on</b></p> <ul style="list-style-type: none"> <li>• Login to Blackboard</li> <li>• Login to a course</li> <li>• View class Roster</li> <li>• Send an email to students</li> </ul>	<b>60 Minutes</b>

		<ul style="list-style-type: none"> <li>• Create an Item</li> <li>• Upload a syllabus</li> </ul> <p>Create an Announcement</p>	
Online Assignment What's Your Thought		<p><b>On the LMS training course site in Blackboard:</b></p> <ul style="list-style-type: none"> <li>• This is a reflection blog for the faculty to hear their thoughts about what has been covered thus far. Faculty members will also be able to access their fellow classmates blogs and comment if they wish to do so.</li> <li>• To access the blogs, click on the My Blog button in the left navigation bar on the LMS training course site.</li> </ul>	N/A

**Evaluation Plan**

**Formative Evaluation:**

Formative evaluation will be conducted before implementation of the training course to decide whether the program is capable of meeting its objectives.

The Committee for Online Learning acts as a liaison between the Distance Education department and the academic departments to help develop and implement policies, guidelines, and procedures governing online teaching. Committee member are two seniors Instructional designers, director of the MBA program and five faculty who teach online across discipline. The committees feedback will be considered in adjusting the course as necessary based on their experience with previous work focused on training courses for transitioning from face to face to online learning.

**Summative Evaluation:**

Summative evaluation looks at the effect of the training program on the training participants.

Summative evaluation take place during the project implementation or at the end of the training program.

**During the Program:**

After each module, faculty will reflect on the module material covered online. Blogs will allow the course trainers to gather reflective data. The activity also will allow faculty to reflect on their experiences and connect with other faculty members on the training course.

**After the Program:**

- Faculty will be asked to respond to a survey. This survey has twenty questions. The survey will measure the faculty members initial reaction to the course content and a view into their self-efficacy.
- Faculty members will submit a framework of their course design layout no later than one month after the completion of the training. The course design layout will include measurable objectives, collaborative activities, and tools utilized.
- In the week following the submission of the plans, two Subject Matter Experts (SMEs) and two senior Instructional Designers of the Distance Education Department will arrange a review meeting to track progress and evaluate the work done.
- A week after the review meeting, faculty who successfully submit their course design layout out in time, will attend a follow up training session where their initial work will be assessed.
- Two months after the review meeting assessment, faculty are required to electronically submit a detailed framework of planned instruction to the Distance Education department.

**Confirmative Evaluation:**

Confirmative evaluation determines the long-term level of effectiveness of the training program. A year after the training program, the Committee for Online Learning will send out a

survey for the participants. The surveys goal is to measure whether the training program was critical in developing their pedagogy knowledge and skills for online teaching. In addition, it is a chance for the participants to reflect on their experiences and provide feedback to improve the program. The committee will also gather data on courses successfully developed during this period and those that failed to meet the requirements. The data will allow the committee to determine whether the process post training program is successful.

### References

Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2012). *Designing effective instruction* (7<sup>th</sup> edition). Hoboken: John Wiley & Sons