



Innovations in Online Teaching

The Art of Managing the Emerging
Online Landscape

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1. Consider all
courses to be
online courses

F2F Only

Hybrid

Fully Online



In the past



Emerging



2. Acknowledge
how use of time
& interaction
has evolved

Asynchronous



Synchronous



Mixed Model



Competency Based

Evolving Strategies



3. Recognize evolving standards for online courses

None

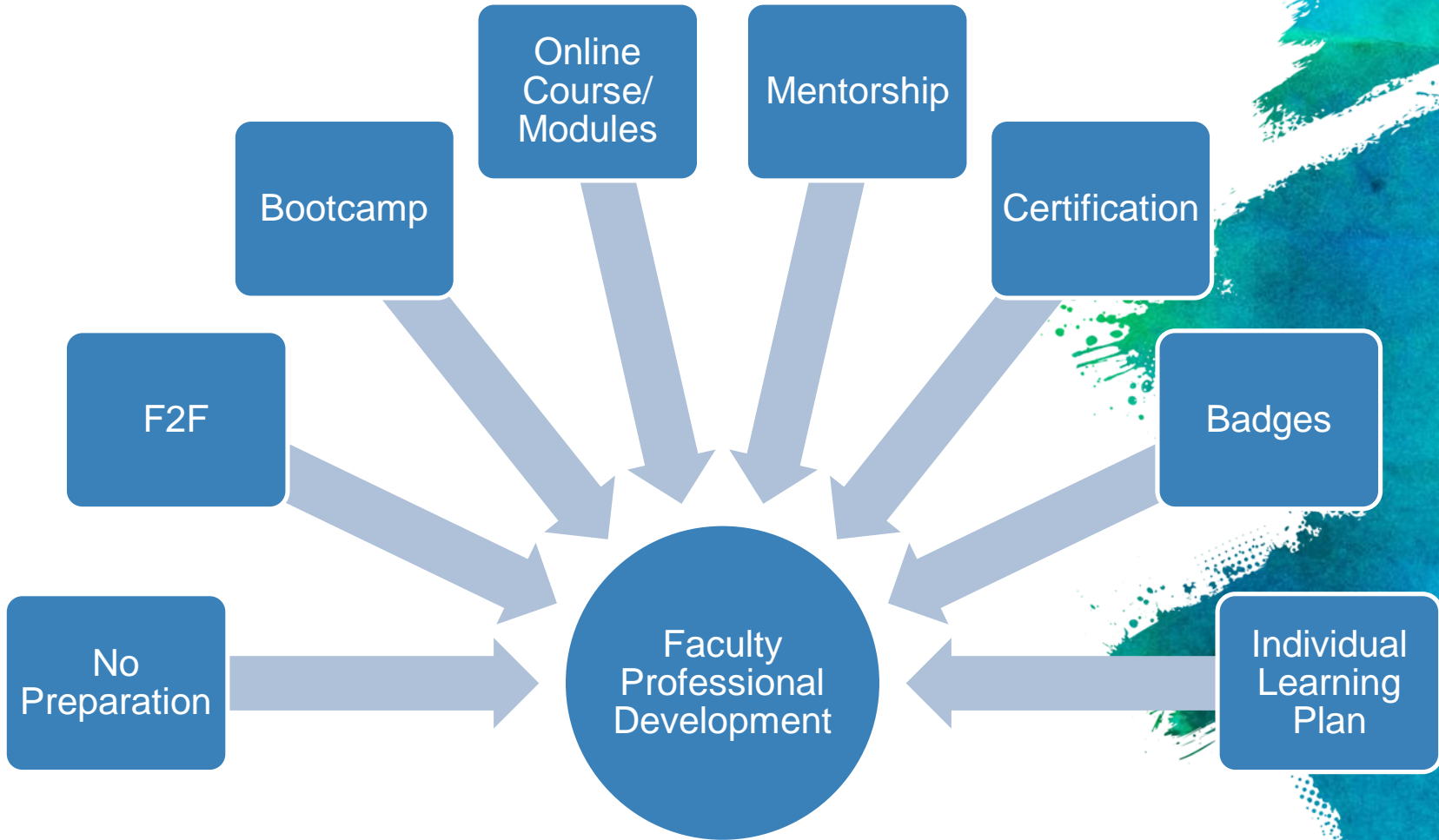
Customized

Quality Matters

OLC

Informed & Customized

4. Consider all
instructors to
be online
instructors



5. Shift from teacher-centered to student- centered learning

Contrasting Paradigms

Element	Teacher-Centered	Student-Centered
Knowledge	Transmitted	Constructed
Student Engagement	Passive	Active
Context	Outside of context	Within context
Instructor Role	Primary information giver and evaluator	Coach and co-evaluate with students
Role of Assessment	To monitor learning	To promote learning
Culture	Competitive and individualistic	Cooperative, collaborative, and supportive
Who Learns	Student Only	Both instructor and students

(Jiang, n.d)

How Student-Centered Are You?

<http://www.facultysupport.com>

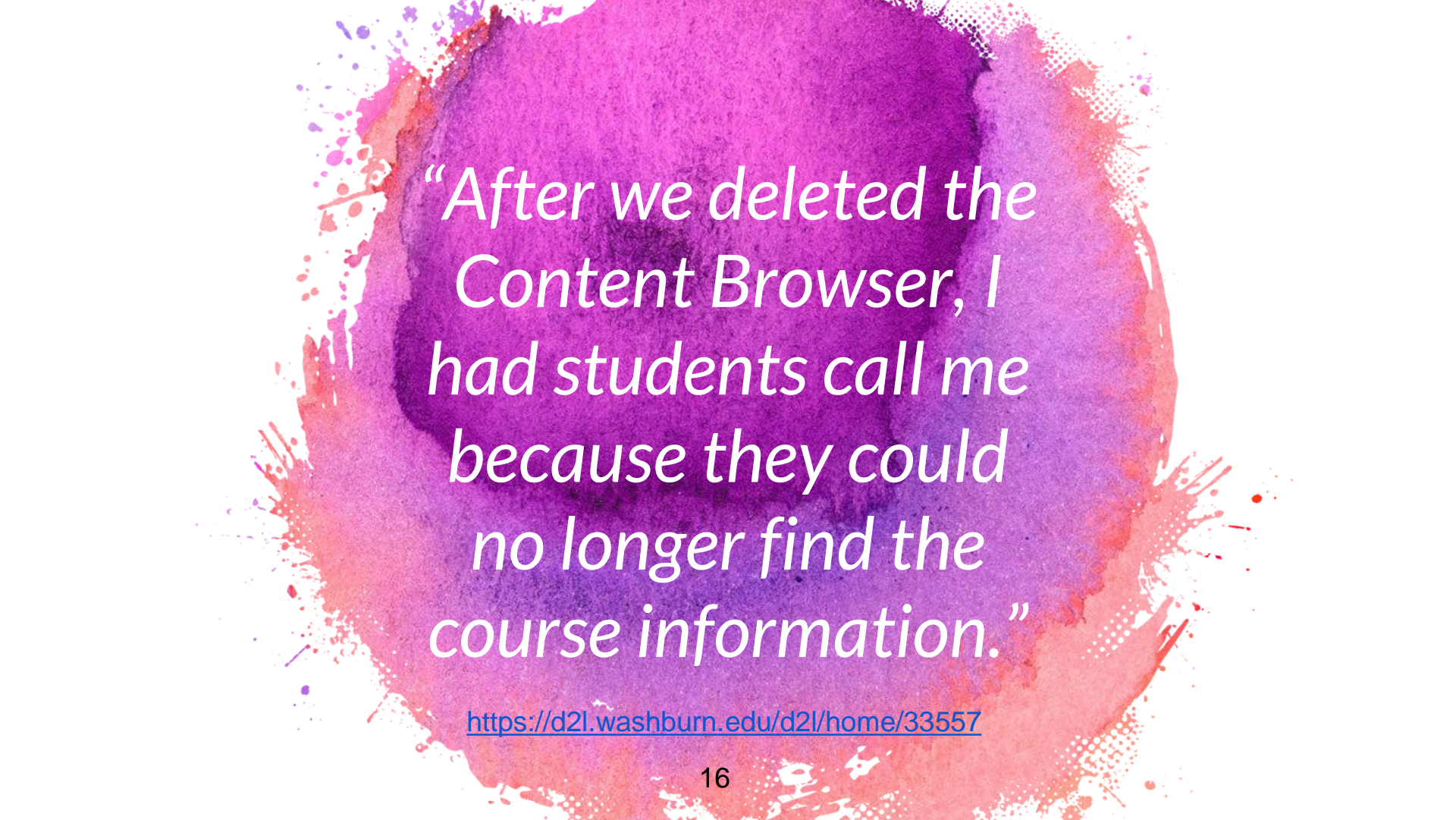
BSN Score Card

Active Goals

(Click in cell to edit, click off to save.)

Goal	Notes	Course	Skill	I've learned this skill	I've performed this skill	I would like more information or practice
		Level 1				
		NU-306	Vital Signs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-306	Handwashing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Dressings-wound packing		NU-306	Head to toe assessment-Adult	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learn to apply/perform/complete Dressings-Wet to dry dressing		NU-306	Head to toe assessment-Child	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Enemas		NU-306	Communication-Oral history	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-306	Written documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learn to apply/perform/complete Sutures/staple removal		NU-306	EHR	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-311	Isolation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Medication administration-suppositories		NU-311	Gowning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete O2 monitoring-nebulizers		NU-311	Gloving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete O2 monitoring-inhalers		NU-311	Body mechanics-Turning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		NU-311	Body mechanics-Positioning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn to apply/perform/complete Monitoring blood products		NU-311	DVT prevention-Anti-embolism devices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		NU-311	Dressings-wound packing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-311	Dressings-Wet to dry dressing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		NU-311	Sterile technique	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Level 2				
Learn to apply/perform/complete NG insertion						

6. Incorporate Interaction Design principles



“After we deleted the Content Browser, I had students call me because they could no longer find the course information.”

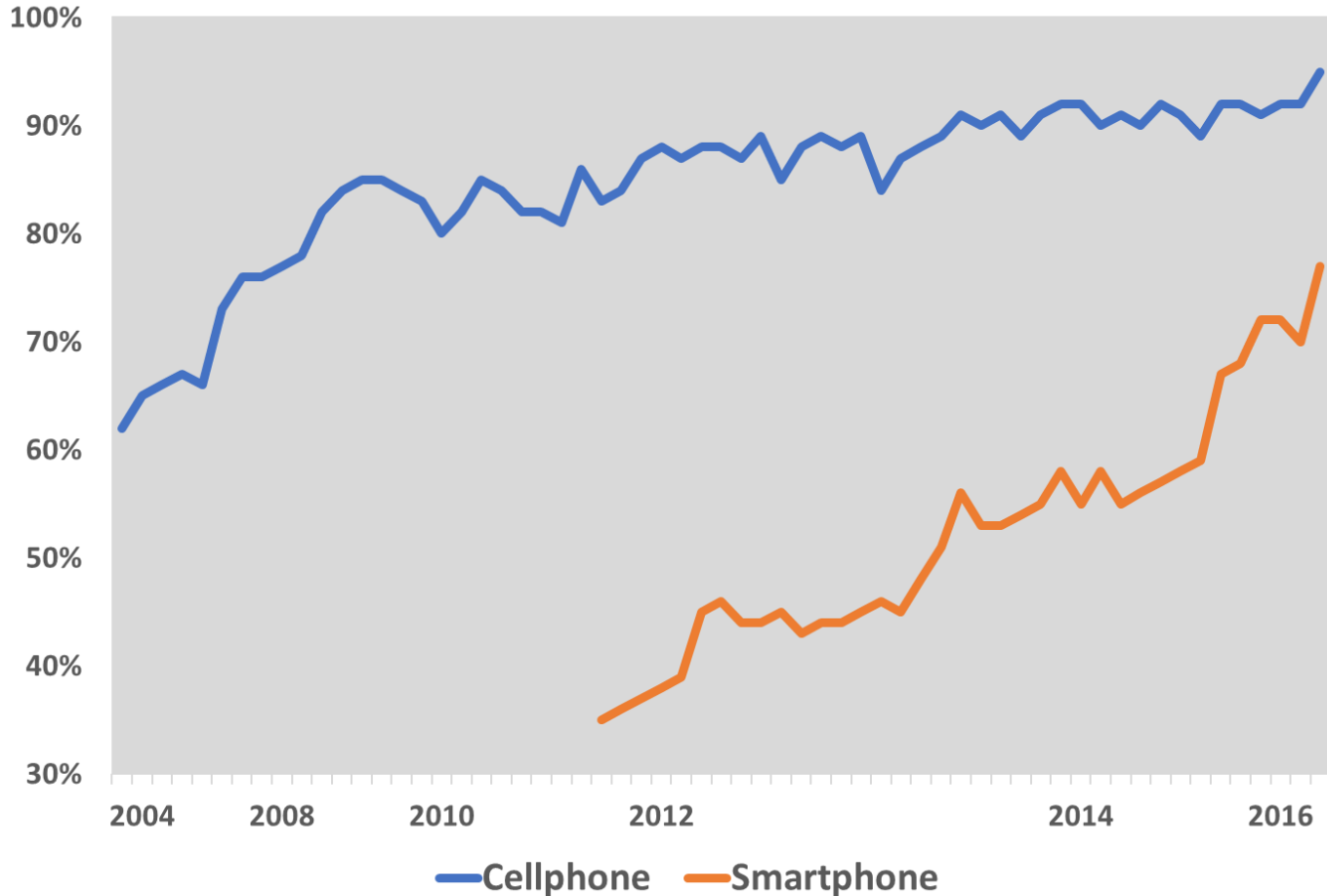
<https://d2l.washburn.edu/d2l/home/33557>

Interaction Design Principles

- Framework
- Affordance
- Usability
- Interaction
- Feedback
- Presence
- Storyboard
- Prototype
- Templates
- Navigation
- Structure
- Consistency
- Context
- Visual Cues
- Readability
- Accessibility
- Ease of Use

7. Embrace mobile

Cell Phone & Smart Phone Ownership



— Cellphone — Smartphone

(Pew Research Center, 2017)

8. Embrace social media



<https://www.ovdrv.com/social-media-map/>

9. Explore new tools

LessonSketch



Google Lens



10. Create supportive environments for online learning


Recommended Standards

2009
Higher Learning
Commission (HLC)


[Guidelines for the
Evaluation of Distance
Education \(On-line
Learning\)](#)

2011 – 2017
OLC

[OLC Quality
Scorecard Suite](#)



Online Readiness Assessments

A vibrant watercolor splash in shades of purple, magenta, and red, centered on a white background. The splash has a textured, painterly appearance with various brushstrokes and splatters.

Online Student Resource Center

Credit Hour Category	Credit Hour Item	Time Required	Number in Course	Expectation for Student Work (hrs)
Readings & Materials	Textbook Readings (Number of pages)	0.04	235	9.4
Readings & Materials	Article Readings (Number of articles)	0.75	20	15
Readings & Materials	Supplemental Resources (Number of additional resources)	0.75	1	0.75
Readings & Materials	F2F Lecture Hours (Number of hours)	1		0
Readings & Materials	Online Lecture or PowerPoint (# of items)	0.5		0
Student Interaction	Class Participation (% of total)	1		0
Student Interaction	Social Media Participation (% of total)	1		0
Student Interaction	Discussion Board (# of graded discussions)	0.5	3	1.5
Student Interaction	Small Group Discussion (# of discussions)	0.5		0
Student Interaction	Pair & Share (# of discussions)	0.3		0
Student Interaction	Virtual Classroom Session (# of sessions)	1	1	1
Written Assignments	Written Assignment < 2 pages (# to complete)	1	5	5
Written Assignments	Written Assignment 2 -5 pages (# to complete)	3	2	6
Written Assignments	Written Assignment 5-20 pages (# to complete)	12		0
Written Assignments	Written Assignment > 20 pages (# to complete)	30		0
Written Assignments	Written Draft (# to complete)	3		0
Written Assignments	Written Assignment/Submit for Publication (# to completed)	15		0
Written Assignments	Reflection (<5 pages) (# to complete)	2	1	2
Written Assignments	Journal Article Review (# to complete)	2.5		0
Other Activities	Individual Presentation (# to complete)	4	1	4
Other Activities	Case Study (# to complete)	3		0
Other Activities	Individual Project (# to complete)	6		0
Other Activities	Poster Presentation (# to complete)	5		0
Other Activities	Video of Performance (# to complete)	6		0
Other Activities	Workshop Participation (# to complete)	4		0
Other Activities	Learning Activity (# of hours)	1	12	12

Credit Hour Analysis

12. Manage faculty learning as an institutional asset

13. Change the culture

14. Use online to transform learning

- You can't teach that online.
- Well, maybe you can.
- Ask yourself, not how can I teach better online, but how can we teach “it” better using online methods vs. other approaches

References

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