World Universities Forum – 2015

Converting In-Ground Courses to Online Courses: A Workshop in the Application of Best Practices

Prepared by:
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Boston, Massachusetts USA
and
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Community College of Beaver County
Monaca, Pennsylvania USA

Agenda

- Introduction to Workshop
- Introduction of the Workshop Leaders
- The Building Blocks of an Online Course
- A Case Study Application with Audience Participation
- Open Discussion/Q&A

The Purpose of this Workshop

- To provide a framework and methodology for the conversion of higher education in-ground courses to online courses.
- Points of consideration:
  - **Overall design and learning objectives**
  - **Content development**
  - **Interactivity**
  - **Assessment**
  - **Course Delivery and Management**
- To explore different approaches to online course design and delivery; and areas of best practice.

Caveat emptor

- While today's discussion should prove useful to anyone undertaking the process of developing and delivering an online course….
  - We have only about an hour for this workshop.
  - The presenters draw primarily upon their own experiences.
  - Participants will need to adapt our approach to the requirements of their own fields of study and institutional contexts.

About Richard M. Kesner

- An information technology manager since 1977.
- An IT executive since 1984.
- A University classroom instructor since 1990.
- First Web-based Higher Ed application – 1995.
- Joined the MIS Faculty at Northeastern University in 2003; began to employ Blackboard for all courses.
- As of 2005 delivered all undergrad courses employing a flipped course design.
- As of 2006 developed and delivered a totally asynchronous online MBA course in MIS.
- Since 2010 developed and delivered other hybrid and purely online courses for Undergrad, MBA, and non-traditional student audiences.

Shameless promotion…..

Online_University_2013-11-26.pdf - Adobe Reader

File Edit View Window Help

1 / 1 200% Tools Sign Comment

The Online University: Building Viable Learning

The Online University

Building Viable Learning Experiences for Higher Education

Edited by
RICHARD M. KESNER

19.00 x 12.00 in

Inbox - r.kesner@ne... World University For... CoverSessionSchedu... Online_University_20...

7:15 AM

About Heidie Hutchinson

- **IT Instructor -> Professor**: Community College of Beaver County, Monaca, PA, 1985-Present:
  - Founded Computer Information System/Telecom Dept.
  - Have developed 4 new IT curricula requiring development of 37 new courses, and revision of 20 exiting courses, which have led to employment of new fulltime faculty members in CIS/Telecom
  - Have co-revised 7 different curricula in order integrate the advances in IT field to the curricula
- **Independent IT Consultant 1995 – Present**: Design and develop different teaching/learning software tools/environments which have been used at CCAC, CCBC, University of Pittsburgh, and Carnegie Speech
- **Co-founder and Systems Analyst**: IMA (Information Management Associates) 1982-1993: designed and developed information management systems for small businesses
- **IT Instructor**: Community College of Allegheny College and University of Pittsburgh, 1983-1987

Building an Online Course

Prepared by Richard M. Kesner and Heidie Hutchinson

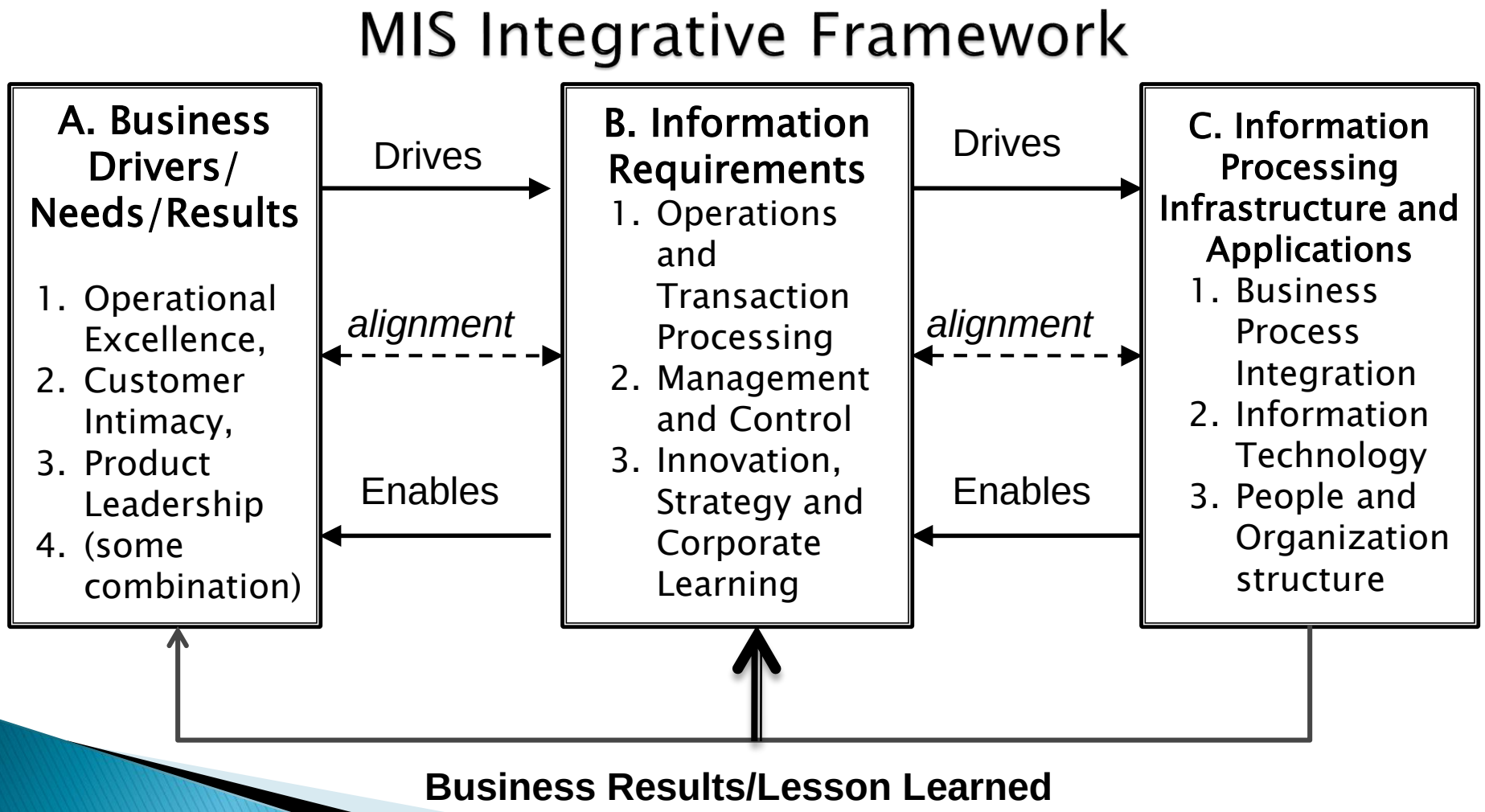
The Elements of an Online Course

- learning objectives and frameworks.
- lesson plans.
- course materials.
- recorded lectures and presentations.
- instructor/student engagement and interaction.
- automated and manual testing and assessment.

Learning Objectives and Frameworks

- A "***Learning Framework***" will serve as a means of integrating all the materials within a course and as a lens through which to view and understand individual courts elements.
- The course as a whole should have a set of clearly articulated learning objectives.
- Each course session should have a set of clearly articulated learning objectives that tie back to the more general learning objectives of the course.

An Example of a Learning Framework



Course Level Learning Objectives:

Primary Objectives

1. To identify business needs and the information needed to meet those needs.
2. To understand the basic types of information systems applications and how they meet business needs.
3. To understand the components of an IT infrastructure and how they support the activities of the enterprise.
4. To understand the process of capturing information, making it available to the business where and when it is needed and how the information should be structured and analyzed to support business decision making.
5. To understand how information systems and business processes interact and how to shape internal business process that in turn achieve business goals.

Secondary Objectives

1. To understand the ethical and legal issues surrounding information systems.
2. To understand the technical and business issues with using the Internet to support a business.
3. To understand the business need for security of information and the technical and organizations ways to enhance security.

An Example of Session Learning Objectives

Blackboard Learn

Northeastern

Home | Courses

MISM 2301 - Standard Course Library (MISM2301.Library)

- Announcements
- Start Here
- Syllabus & Course Admin
- Course Sessions and Content
- Ask the Professor
- My Grades
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- Evaluation
- Grade Center
- Users and Groups
- Customization
- Packages and Utilities
- Help

Session 11: An Introduction to Business Information Systems

Build Content | Assessments | Tools | Partner Content

Session 11: Learning Objectives and Session Overview

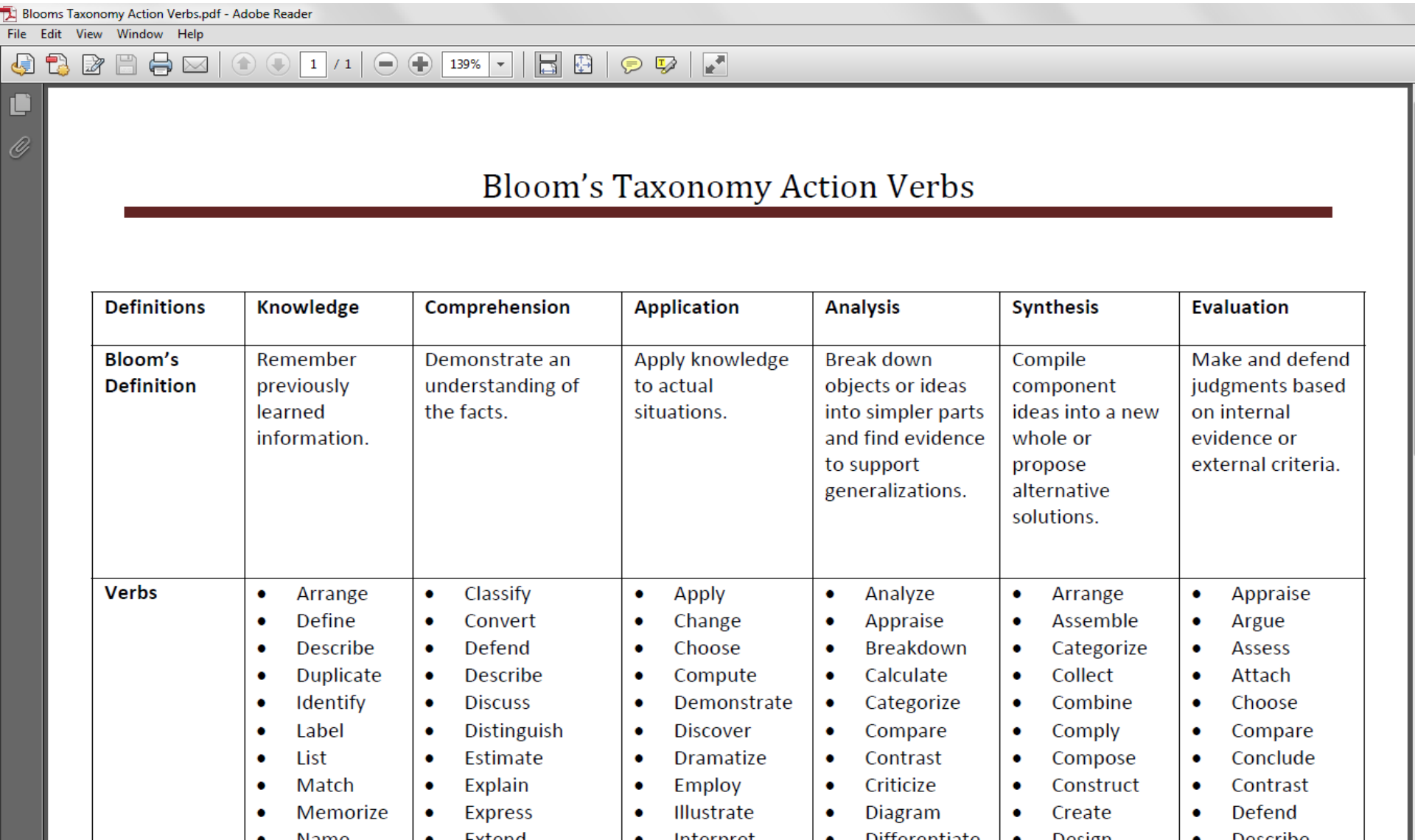
This table maps the fundamental learning objectives for Session 11 of ***Managing Information within the Enterprise*** against the sessi management platform. An "X" in a table square indicates that the column's activity aligns with that row's learning objective.

Learning Principles and Objectives	The Introductory Video	The FastFit and Winter Gear Distributor Case	The Session Narrative	The Slide Deck	The Small Team Exercise
Identify the appropriate use of information systems (a.k.a. application specific software) in a business setting.	X	X	X	X	
Identify the appropriate use of Transaction Processing Systems, as a subset of Information systems, in a business setting	X	X	X	X	
Distinguish the nature of business process reengineering as it relates to innovation in the enterprise	X	X	X		
Apply the MIS Integrative Framework to the FastFit and WinterGear Case		X			X
Identify the core business processes, and information needs of a retail organization and the wholesale supplier who services that retailer.		X			X

Title: Session 11 - Introduction
Duration: 0:02:22

Type	Size	Link

When creating learning objectives, employ a tool like Bloom's Taxonomy of Active Verbs……..



Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend	• Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe

Lesson Plan Design

- The Lesson plan is the course road map, connecting all aspects of the course in time, and identifying:
  - organizational themes employed to group course sessions
  - each course session and its description
  - learning objectives associated with that session
  - reading and writing assignments, along with **specific** due dates and times
  - a summary list of associated readings, class activities, and relevant course documents
  - as appropriate, the grade contribution of each activity

An Example of a Master Schedule, with Learning Objectives

Segment 1: Alignment: Ensuring that the Enterprise's information management (IM)/IT Investments Serve and Enable Its Operations, Goals and Objectives				
Segment/ Lesson	Lesson Activities	Coverage, Topics, and Learning Objectives	Class Assignments	Materials/Services Provided By Instructor
S1/Lesson 1 All assignments due by 7/6/12, Friday at 11:30 p.m. EDT	• ITC 2605 Course Introduction and Overview • Foundation Readings Overview and Study Questions • Completion of Readings • Diagnostic Quiz • Forum Participation	• Course Orientation – the World of Business and the Role of IT • Business Alignment and information management (IM)/IT Investment • Valuing the information management (IM)/IT Investment Portfolio • Managing the information management (IM)/IT Investment Portfolio	• Readings: Peter Weill and Sian Aral, "IT Savvy Pays Off: How Top Performers Match IT Portfolios and Organizational Practices," (MITSloan Center for Information Systems Research, CISR WP No. 353, 2005) • Richard M. Kesner, et al., "An Integrative Framework for the Teaching of Information Management in a Business Context." • Written work: Diagnostic Quiz response • Collaborative Work: forum commentaries	• Syllabus and Master Schedule • Grading Guidelines • Study Guide for Reading • Diagnostic Quiz grading and comments

The Learning Management Platform

- all online courses require some sort of learning management system (LMS) to enable course delivery
- representative LMS platforms in higher education include: (***CampusComputing*** ,2011)
  - Blackboard (51% market share)
  - Moodle (19%)
  - Desire2Learn (11%)
  - Sakai (7%)
  - eCollege (5%)
  - all others (7%)
- The LMS converts your course design into a tangible, uniquely-crafted learning experience.

MIS3701 70915 Information Systems for Mgmt SEC 30 Fall 2012 CPS Quarter Undergraduate [VTL-1-OL]

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Announcements

Survey Posted

Posted on: Wednesday, August 8, 2012

The following Survey has been made available in Syllabus & Course Admin: Opening Day Student Survey.

Posted by: Richard Kesner
Posted to: MIS3701 70915 Information Systems for Mgmt SEC 30 Fall 2012 CPS Quarter Undergraduate [VTL-1-OL]

Welcome to MIS 3701

Posted on: Wednesday, August 8, 2012

The 21st Century enterprise runs on information. Business leaders must have ready access to timely, accurate and relevant information if they are to manage and compete effectively in the global economy. **MIS 3701** addresses the central role of information management (IM) and information technology (IT) systems in enabling current business activities. To this end, the course explores how a wide range of enterprise around the world employ information management to operate, to manage and control, and to plan and innovate. The course is entirely case-driven, focusing on real business issues, analysis and problem solving, and out-of-the-box thinking in the creation of value to the enterprise through the effective application of IM and IT. Thus, rather than a focus on specific technical content or skills, **MIS 3701** considers the application of IM and IT in running and managing a business and in infusing them with competitive advantage. In brief, this course is about:

1. ***the power of information in managing the enterprise and in competing in a global economy.***
2. ***how to use information to manage and innovate within your organization.***
3. ***how to enhance YOUR career potential by giving you the skills to leverage information and information systems to achieve business results***

Posted by: Richard Kesner
Posted to: MIS3701 70915 Information Systems for Mgmt SEC 30 Fall 2012 CPS Quarter Undergraduate [VTL-1-OL]

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An Introduction to MIS 3701

This is the first of three Videos that introduce you to MIS 3701. I suggest that you view them in the flash mode as the starting point to the course and then refer back to them from time to time as needed. Enjoy! And whenever in doubt ASK!!!!!

Title: An Introduction to MIS 3701
Description: This video talks about the ideas behind MIS 3701 and is meant for the students taking the course.
Duration: 0:18:40

Type	Size	Link
iPod and iPhone	15.2 MB	View...
MP3 (Radio Quality)	12.8 MB	View...
Flash (Large)	21.5 MB	View...

The Building Blocks of MIS 3701

Attached Files: Integrative Framework as of 021012.ppt (210.5 KB) Key Information Management terminology explanations and examples.doc (42 KB)
the integrative framework in mis for students.docx (139.102 KB)

This is the second of three orientation videos. View int in Flash before you proceed to the other folders. It provides context for your studies. Also view the thrid and last video next since it will help you to navigate the course Blackboard site.

To assist you in your understanding of the MIS Integrative Framework, which is a critical learning objective for this course, the lead faculty member has authored the following brief paper (attached) for your careful review.

Title: The Design of MIS 3701
Description: This presentation discusses the overall design of MIS 3701 and also considers the standards for authoring homework, class participation, and student evaluation. As such, we will review the syllabus and master schedule for the course.
Duration: 0:17:41

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Course Materials

Introductory Materials
Start here before beginning Week 1.

Study Guides for Mid-Term and Final Exams
These are the study guides for the mid-term and final exams to MIS 3701. The mid-term exam is taken sometime during the weekend after the conclusion of week six of the course and the final exam is take sometime during the weekend after the conclusion of week twelve of the course. These exams are not cumulative, i.e. the mid-term covers the first six weeks of content and the final covers the last six weeks of content.

Week 1: Information Management in Business Success

Week 2: The MIS Integrative Learning Framework, IM and IT

Week 3: Computer Hardware

Week 4: Computer Software

Week 5: Data Management

Week 6: Computer Networks and Telecommunications

Week 7: Business and Application Systems - Functional Software

Week 8: Business and Application Systems: Enterprise Software

Session
Folders

Content View Inside a Session Folder:

Identify the role of open source software			X		
Apply the MIS Integrative Framework to the Bay State Realty Case	X	X			X

Title: Session 5 - An Introduction to Computer Software

Duration: 0:04:50

Type	Size	Link
MP4 with Smart Player (Large)	10.3 MB	View...

Session 5: Reading Assignments

Attached Files: Session 5 - Computer Software - slide set.ppt (2.499 MB)
Session 5 - BayState Realty Case Study.docx (31.109 KB)
Session 5 - Software In-Class Exercise - Student Version.docx (29.069 KB)
Session 5 - An Introduction to Computer Software.docx (45.161 KB)

Attached please find the required readings for this session. They include a session narrative, a set of annotated PowerPoint slides, and the **BayState Realty Case Study**. Kindly read them in this order. Note that this page also includes an in-class exercise to be led by the instructor if time allows. You may wish to look at and think about this assignment but it is not part of your homework.

Session 5: BayState Realty Case Homework questions

Attached Files: Session 5 - BayState Realty Case Study Homework - student version.docx (31.139 KB)

Complete these questions using the template provided and submit them **prior to Session 5** to Blackboard for grading.

DQ 5

You will have 20 minutes for the attached 10 question Diagnostic Quiz. This quiz must be completed **before** the class session to which it is assigned.

Customizing Course Materials

- The typical learning management platform affords the inclusion of:
  - eTextbooks
  - articles and case studies
  - presentation slides, drawings and photographs
  - audio and video clips
  - links to Web sites, library resources, external databases
  - exercises and assignments
- The session page can indicate the order of intake.
- Provide the minimum required; offer suggested supplements; allow the student to fill the gaps perhaps with some direction

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eTextbook

Course Text

***Essentials of Management Information Systems*, by Kenneth Laudon. Published by Pearson Custom Publishing. Copyright © 2011 by Pearson Education, Inc.** ISBN: 055-896-7957.

Students must login through the Start Here button, which is attached. From here students can purchase the book and then subsequently log in. They will need to be logged to view the eText.

Start Here!

Log in to your premium course resources!

If you are a returning user:
You must log in using the **Start Here** button **every time** you access this course. If the **Start Here** button is not used you will not be able to access the premium resources.

NOTE: bookmarking pages in this site, especially the resources you access with the **Start Here** link, is not recommended.

If you are a first time user:
Please click the **Start Here** button to register or purchase access online.
You can purchase access with a major credit card by using the "get access" option.

Purchase Access .

Or:

If you prefer, purchase Kenneth C. Laudon and Jane P. Laudon, Essentials of Management Information Systems, **ISBN: 055-896-7957.** Custom Edition for Northeastern University, MISM 2301 in the hardxopy format. Note that this volume is brand new and is not available second-hand or via such sources as Amazon.com. It must be purchased at the NEU Bookstore but the faculty have worked with the publisher to ensure that this special volume includes only information that is essential to MISM 2301 and that it is being sold sold at the lowest possible price.

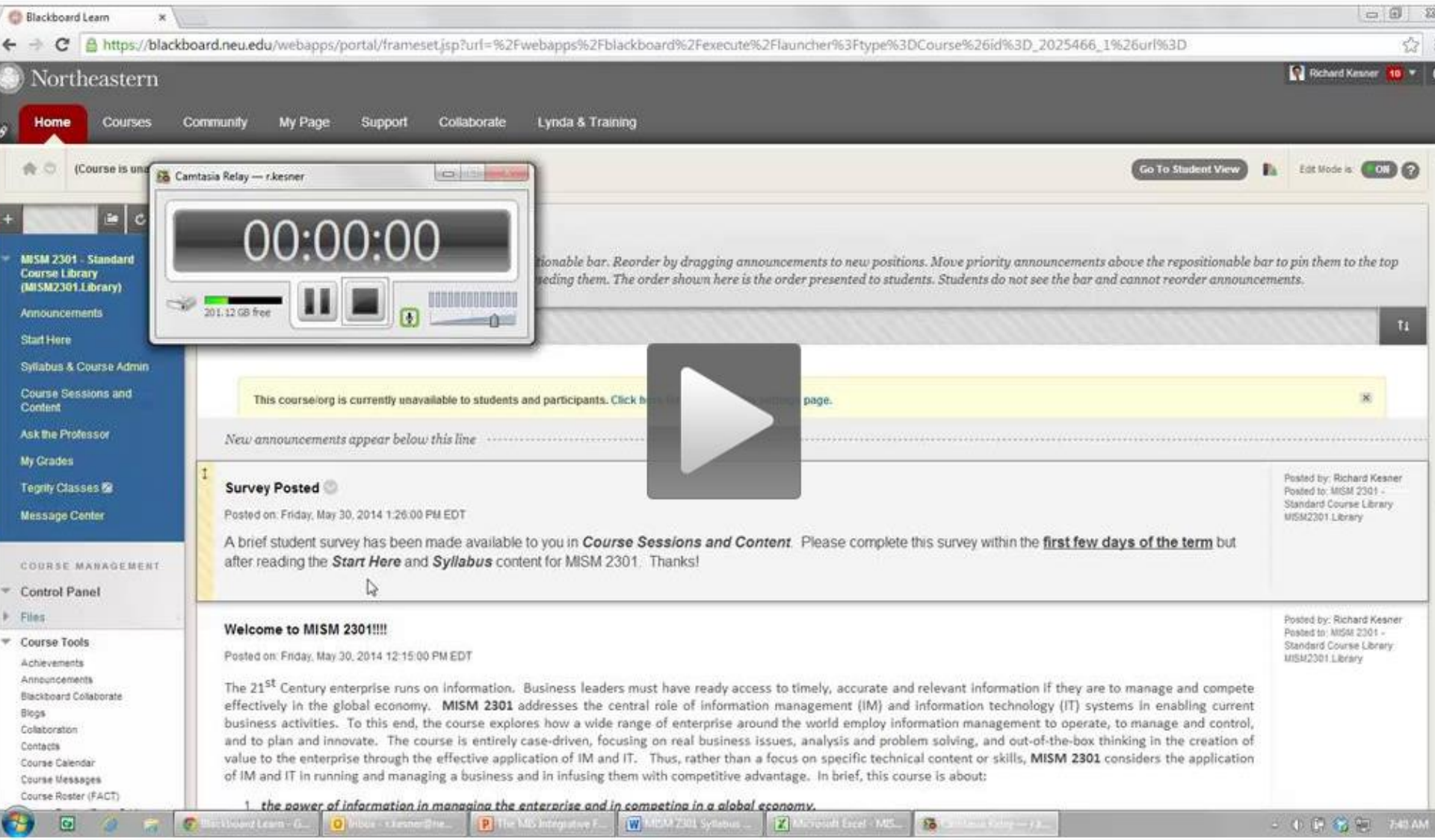
Links for Chapters 1 – 11:

- Section 1: Introduction to MIS
  - http://view.ebookplus.pearsoncmg.com/ebook/linktoebook1.do?platform=1027&bookid=5100&pageid=1&languageid=1
- Section 2: Information Technology Hardware
  - http://view.ebookplus.pearsoncmg.com/ebook/linktoebook1.do?platform=1027&bookid=5100&pageid=19&languageid=1

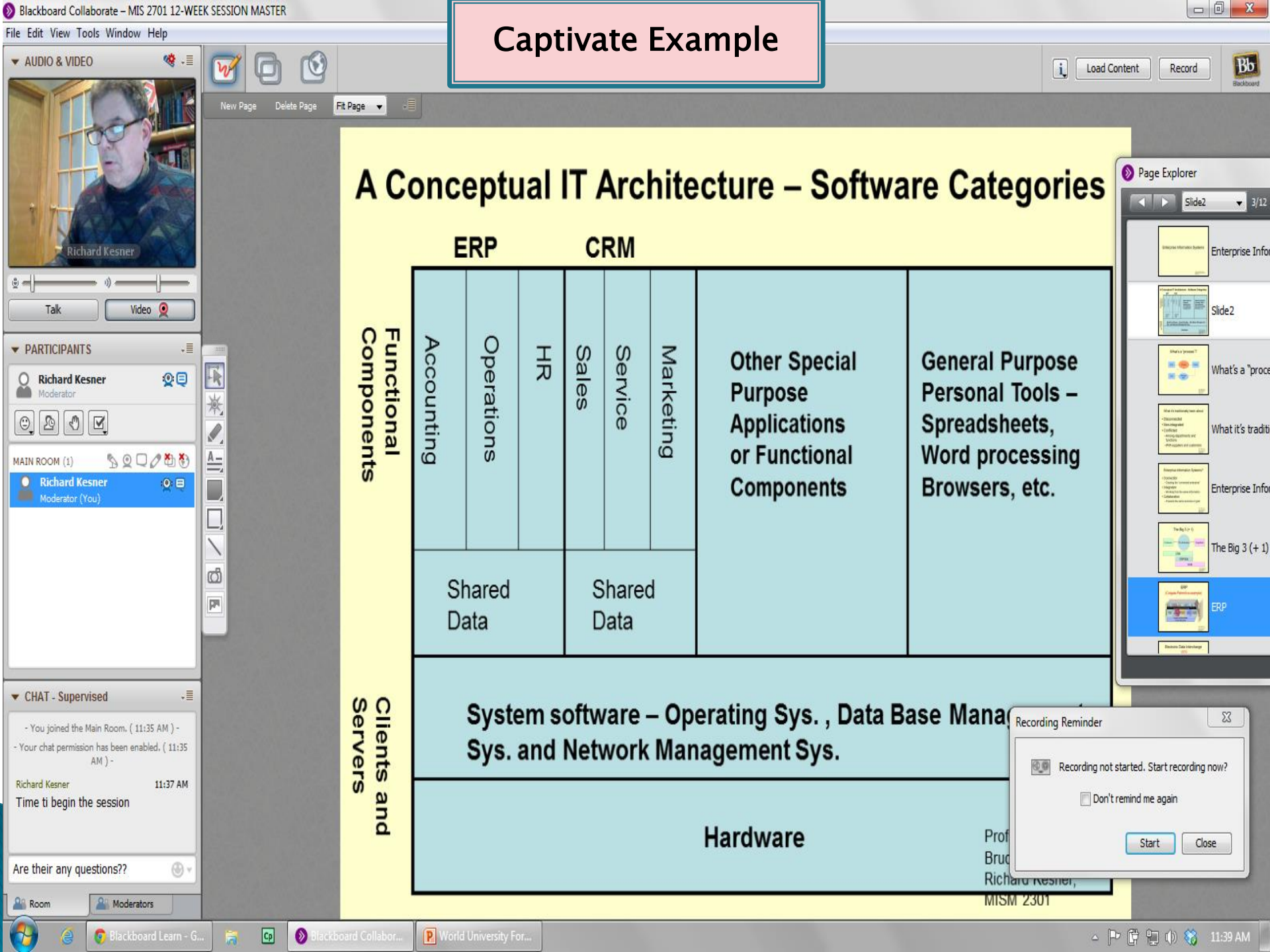
Recorded Lectures and Presentations

- Keep it short, focused and relevant.
- Keep it informal as you would in front of a live classroom audience.
- Do not employ a "talking head" approach; employ relevant visual materials to accompany your narrative. [Camtasia, Tegrity, and Adobe Captivate examples]
- Employ multiple recordings for complex topics – break down the subject matter into "Just-In-Time" components.
- Include a "Start Here" folder for foundational materials that are relevant to the course as a whole.

Captivate Example



Captivate Example



Assessment – Formative and Summative

- frequent
- timely
- explicit and detailed
- examples:
  - diagnostic quizzes on reading assignments
  - quick quizzes built into slide decks and PDF files
  - written assignments – such as research reports, case studies, and problem sets
    - place the assignment in context/relate to course
    - discuss student's' approach/compare to best practices
    - provide examples
  - formative exams and summative exams
    - comment on each response
    - provide "B"-level sample responses

Fully Automated

Blackboard Learn

https://blackboard.neu.edu/webapps/portal/frameset.jsp...3DCourse%26id%3D_1269214_1%26url%3D

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  - Needs Grading
  - Full Grade Center
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- Packages and Utilities
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Question Completion Status:

Question 1 — 0.2 points — Save Answer

To analyze the direct and indirect costs and determine the actual cost of specific technology implementations, you would use a:

A. total cost of ownership model.
B. return on investment model.
C. breakeven point.
D. cost benefit analysis.

Question 2 — 0.2 points — Save Answer

Linux plays a major role in back office operations, with about _____ of the U.S. server market.

A. 10 percent
B. 25 percent
C. 50 percent
D. 80 percent

Question 3 — 0.2 points — Save Answer

Which of the following is not an example of system software?

A. anti-virus software
B. network management software
C. supply chain management software
D. server operating system software

Question 4 — 0.2 points — Save Answer

The contracting of custom software development to outside firms is commonly referred to as:

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Manual/Individual Assessments

Blackboard Learn

https://blackboard.neu.edu/webapps/portal/frameset.jsp?tab...ype%3DCourse%26id%3D_1269214_1%26url%3D

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2. Review Current Attempt

Submission

Attached Files: HardRock Cafe Case Study.doc

Comments

3. Grade Current Attempt

* Grade: 1.9 out of 2

Feedback to User

Text Editor is: ON

Normal | 3 | Arial

Dear Lauren:

In terms of Q1 – the key to the answer to this question is to understand the three levels of Hardrock information processing requirements: operations, management and control, and corporate learning and planning.

The best way to respond to this question is to consider how each of the three systems addresses (or fails to address) Hardrock information processing needs at these three levels. Does your response align with this framework? Regarding the operations system, you can't manage what you can't measure.

Without defined standards of operation across the enterprise, there is no way to measure results. This applies to merchandizing as well – neither the store manager nor centralized corporate merchandizing has the information they need to know what is selling, what is on hand, and what needs to be reorder in what quantities, etc. With the financial system, the company was literally losing money and certain did not have the tools to manage cash follow, financial performance, etc. in brief, use the integrated model to better understand and critique Hardrock's situation.

So your table should have three columns: 1 for each system and for that system the problems concerning its use/misuse and finally why this affected the company adversely.

Your Q2 recommendations are right on the money (no pun intended!). (-;

Q3 is the set-up for question 4 and here too, you need to understand what a CRM system does and why it is used. Remember the CRM captures information about the customer that isn't to be found in transaction systems. Most of this information is gathered through the Web using forms and survey tools.

POS is a transacting system that can product quantitative date on sales but cannot tell you anything about the customer other than the customer's pattern of spending (provided of course that you can differentiate sales by customer), whereas a CRM allows for the gathering of in-depth customer information of a qualitative nature about customer activities, preferences and personal characteristics.

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Rubric Example

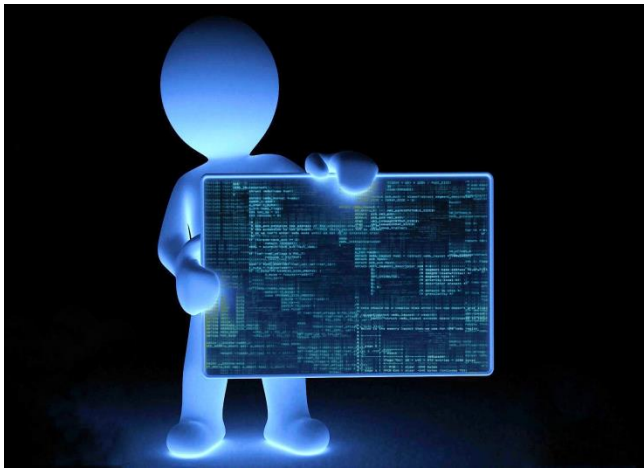
Rubric for MISM 2301 Case Study Assignments

Level of Performance =>	Exceeds Expectations (A)	Meets Expectations (B)	Fails to Meet Expectations (C to F)
Content	The submission includes most of the relevant and correct responses to the questions and includes additional value-added commentary.	The submission includes most of the relevant and correct responses to the case study questions.	The submission includes only a few relevant and correct responses to the case study questions.
Points	1 .9	.8 .7	.6 0
Logic and Understanding	The submission moves beyond the facts and concepts as presented in the case study to expand the discussion and demonstrate a broader application of the lessons learned from the business case.	The submission represents a clear understanding of the facts and concepts represented in the case study. The submission responses reflect a clear understanding of the question.	The submission represents a poor understanding of the facts and concepts represented in the case study. The submission responses do not reflect an adequate understanding of the question.
Points	.5	.4 .3	.2 0
Presentation and Compliance with Authoring Standards	The submission introduces an inventive way to organize and present case question responses and is in all other ways compliant with course authoring standards	The submission is tidy, readable and does comply with the authoring standard for MISM 2301 which calls the use of structured outlines and/or tables in response to case study questions but not essay responses.	The submission is untidy, unreadable and/or does not comply with the authoring standard for MISM 2301 which calls the use of structured outlines and/or tables in response to case study questions but not essay responses.
Points	.5	.4 .3	.2 0

A Community College Case Study – Making the Transition to Online

Prepared by Richard M. Kesner and Heidie Hutchinson

The Course: An Introduction to Programming

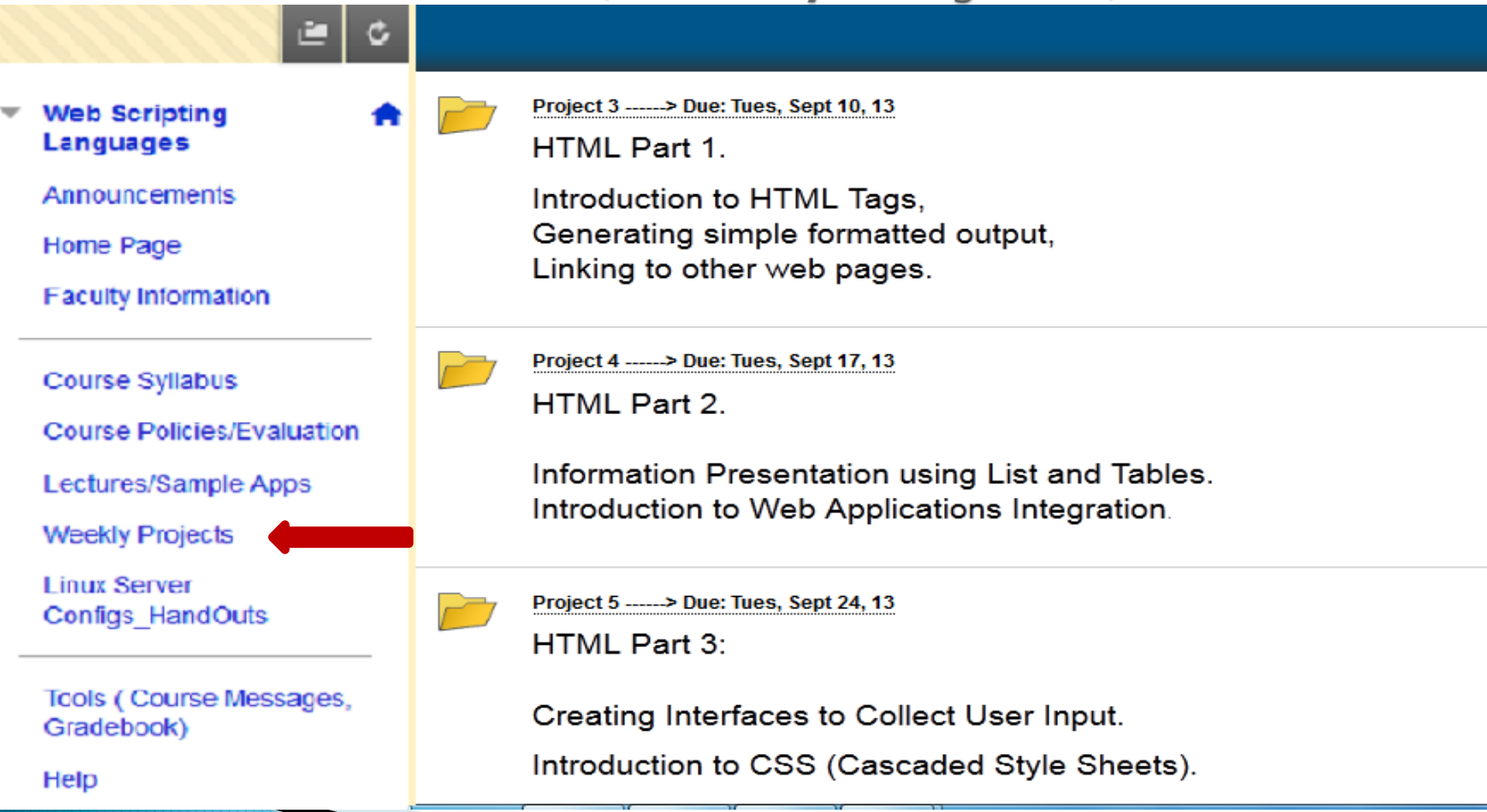


- **Technical and Hands On!**
  - Create web user interfaces
  - Create web applications
  - Use event driven programming concepts and modular programming methods
  - Use HTML, JavaScript and PHP.
  - Gain skills in using the Linux operating system.
  - Gain skills in t using the LAMP stack.
- **Audience:**
  - keen, first-semester students
  - mixed technical /work experiences
  - mixed ages

In-Ground Course Design:

- Flipped classroom approach – lectures (text only) recorded in advance posted to Blackboard; lectures are complemented with readings and "lab" assignments.
- text includes program code and output only – no voice overlay
- Class meets in a classroom/lab twice-a-week for 85 minutes per session
- During the discussion/review part of each session, instructor reviews lecture content and students ask questions
- During the Lab part of each session, students continue to work on their assignments……
  - the instructor spends time with each student who is having problem with the weekly project.
  - students will also help other students in debugging their programming projects

LMS Integration
Mater Schedule (Weekly Projects)



A Sample Weekly Project Lesson Plan

Project#	Due	Specific Topic	Learning Objective	Reading Assignment	Coding Assignment	Points
Project4	Sept 17, 13	Designing User Interfaces Using HTML	Creating Tables, Lists and Hyper Links	1. www.w3schools.com, HTML List, Tables, Links 2. Download and study instructor's Project 4 sample HTML applications	1. Download the Project 4 given requirements for coding Assignment 2. Develop the web application following the given requirements for Project 4.	100 Points (5% of the Total Grade for the Course)

Recorded Lectures

- Lecture materials are in text form are available to the students through Blackboard.
- Each of the above lecture material is reviewed and discussed during each class session twice each week.

```
<! This sample code shows how to create Tables with spanned Cells and
Captions>
<! The browser ignores the indentation, but the indentations should
   be used to make it easier to read >
<html>
<head> <title> Heieie G. Hutchinson </title> </head>
<body>
<h3> Sample Application: Table with Spanned Headers </h3 >
<h4> A Table with Spanned Cells </h4>
```

Case Study Application – Assessment

Weekly Projects: 60 %

- 12 different written/coding weekly projects
- Each project consist of a written/design and development of a web application

- **Mid-Term Project- 10%**
  - Design and development a web application using HTML and JavaScript
- **Final Project – 20%**
  - Design and development of a web site demonstrating the student's work for the entire semester.
- **Class Participation: 10%**

Course Preparedness for Online

Readiness Category	Status
learning frameworks	in place
learning objectives for each session	in place
lesson plans	in place
course materials	in place
learning management system	in place
recorded lectures	in place
faculty/student engagement/interactions	in place
student/student engagement/interactions	in place
Assessments – formative and summative	in place

Course Preparedness for Online – Audience Assessment:

Readiness Category	Status +/-
learning frameworks	
learning objectives for each session	
lesson plans	
course materials	
learning management system	
recorded lectures	
faculty/student engagement/interactions	
student/student engagement/interactions	
assessments – formative and summative	

The Readiness Rubric – part 1

Level of Performance =>	Exceeds Expectations (A)	Meets Expectations (B)	Fails to Meet Expectations (C to F)
Learning Objectives and Frameworks	A learning framework is in place to integrate all course content and learning objectives are articulated at the course session level	Learning objectives in place for the course as a whole. If a learning framework is in place, it does not effectively integrate all course content.	No learning objectives or frameworks in place
Points Available	**4** **3**	**2** **1**	**0**
Evaluation			
Lesson Plans	Lesson plans tie to learning objectives and describe the focus for each class session, identify assigned readings and tasks, and state desired learning outcomes. Use of flipped classroom.	Lesson plans describe the focus for each class session and identify assigned readings and tasks.	Session level lesson plans are not in place.
Points Available	**4** **3**	**2** **1**	**0**
Evaluation			
Course Materials	Course content in diverse, rich media, flexible, aligned with sessions and fully embraces the values of universal design.	Course content largely digital and easily sorted among appropriate session frames on the LMS. Some consideration of universal design.	Course employs textbook and other static materials and cannot be delivered to the Web and do not take into account the learning needs of diverse students.
Points Available	**4** **3**	**2** **1**	**0**
Evaluation			
Learning Management System (LMS)	Learning Management System in place with robust technical and instructional design support for faculty.	Learning management system in place but with only nominal technical and instructional design support for faculty users	No learning management system in place
Points Available	**4** **3**	**2** **1**	**0**
Evaluation			

The Readiness Rubric – part 2

Level of Performance =>	Exceeds Expectations (A)	Meets Expectations (B)	Fails to Meet Expectations (C to F)
Recorded Lectures and Presentations	Numerous presentations scripted for just-in-time use as part of course materials, learning simulations, and integrative information sharing.	Presentations recorded in line with best practices of lecture capture, with at least one such offering per course session.	No recordings exist and there has been no provision made for recorded lectures, demonstrations, et al.
Points	**4 3**	**2 1**	**0**
Evaluation			
Instructor/Student Engagement and Interaction	Engagement with students individually and in small groups as well as with the class as a whole through activities that integrate with specific class assignments.	Regular instructor/student engagement through e-mail, electronic office hours, chat sessions, and discussion forums. All with full faculty participation.	Instructor/student engagement is limited to e-mail exchanges and the receipt of written feedback on homework assignments.
Points	**4 3**	**2 1**	**0**
Evaluation			
Testing and Assessment	The active use of peer and team formative assessments, individual and team assignments that regularly measure both learning and skill development and communicated in a timely manner.	A grading structure that emphasizes and rewards student engagement and initiative. A high level of formative assessment and feedback as well as summative testing.	Limited formative testing with a clear emphasis on summative testing (e.g. mid-term and final exams).
Points	**4 3**	**2 1**	**0**
Evaluation			

Rubric Scoring

- 21–28 points – the in-ground course is well positioned for conversion to an online course.
- 14–20 points – the in-ground course can be brought to online course readiness with some effort.
- 13 points or less – considerable changes are required in course approach, processes, and content before it can move to online.
- any category scoring a zero must be addressed if the online course has any hope of being a positive learning experience.

Observations

Strengths in moving to an Online Offering:

- good overall course design
- clearing learning objectives and milestones
- learning platform in place
- rich variety of content drawing on diverse online resources

Weaknesses in moving to an Online Offering:

- lectures no engaging
- lectures may not address different learning styles
- faculty/student and student/student interactions
- assessment approach, mechanisms and outcomes

A Possible To Do List:

- Reorient the approach from faculty/student to faculty/student-team with more student-team self-management
- Re-record lectures to make them more like lab demonstrations, using a tool like Camtasia.
  - less text
  - more visual examples
- Create discussion forums for each weekly topic
  - encourage student interaction
  - but also direct faculty participation
- Enable Web conferencing for both weekly chat sessions and individual team working sessions

A Possible To Do List:

- Assessment Approach
  - retain the 12 weekly assignments as individual work (50%)
    - have students use the forum to raise issues JIT
    - use part of the weekly chat session to review the more common issues that arise each work and to demonstrate solutions
  - make the mid-term and final projects team projects (30%)
    - more real world
    - have students employ chat platform for collaboration along with Blackboard Groups "function"
  - raise the importance of participation as part of class (20%)
    - as measured through forum, chat and team participation

Open Discussion and Lessons Learned??