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Office of E-Learning

A Title III Activity

QM Connect 2024

From Lecture Halls to Virtual Hubs: Mastering the Shift to e-Learning in Higher Education



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Director, Office of e-Learning



Learning Objectives

Objective 1: Identify Challenges and Opportunities transitioning from a faculty role to a career in e-Learning

Objective 2: Apply Strategies and Lessons Learned in transitioning to e-Learning

Objective 3: Develop a Plan for ongoing learning and adaptation in the e-Learning journey



My Personal Journey

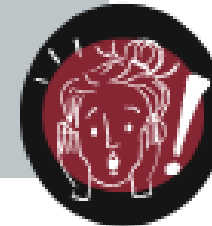
I began working as the EMPA Coordinator for the Executive MPA Program in February, 2016



In my role, I was responsible for teaching two courses: Organizational Theory & Behavior and Professional Skills: An Introduction to APA Technical Writing



I was new to Higher Education and had no clue what I was doing from a teaching perspective. I knew what I wanted to learners to do but I did not have a plan!



I received a lot of emails from students asking for clarification on assignments, the course design..well there wasn't any, my student evaluations were not good.



What did I do?

I called Dr. Racheal Brooks (MY HERO!)
Former Director of e-Learning at NCCU



Dr . Racheal Brooks
Director of Quality Assurance
Implementation Solutions



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Example of Measurability and Alignment

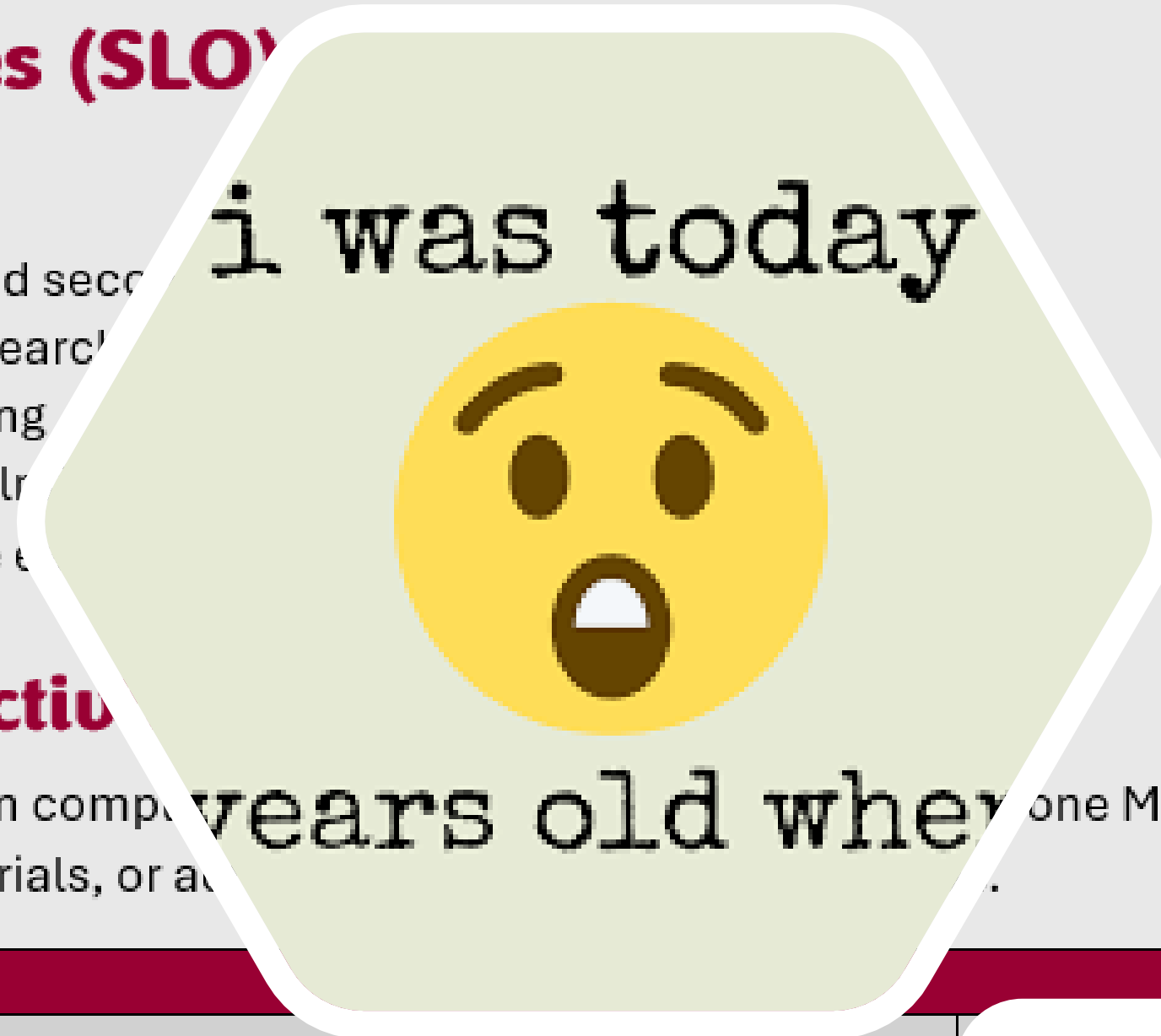
Student Learning Objectives (SLO)

By the end of this course, students will be able to:

1. Explain the difference between primary and secondary sources
2. Demonstrate how to use AI to conduct research
3. Demonstrate the use of APA style formatting
4. Summarize the eight components of a Toulmin-based argumentative essay
5. Construct a Toulmin-based argumentative essay

Module Learning Objectives, Activities, Assessments, and Materials

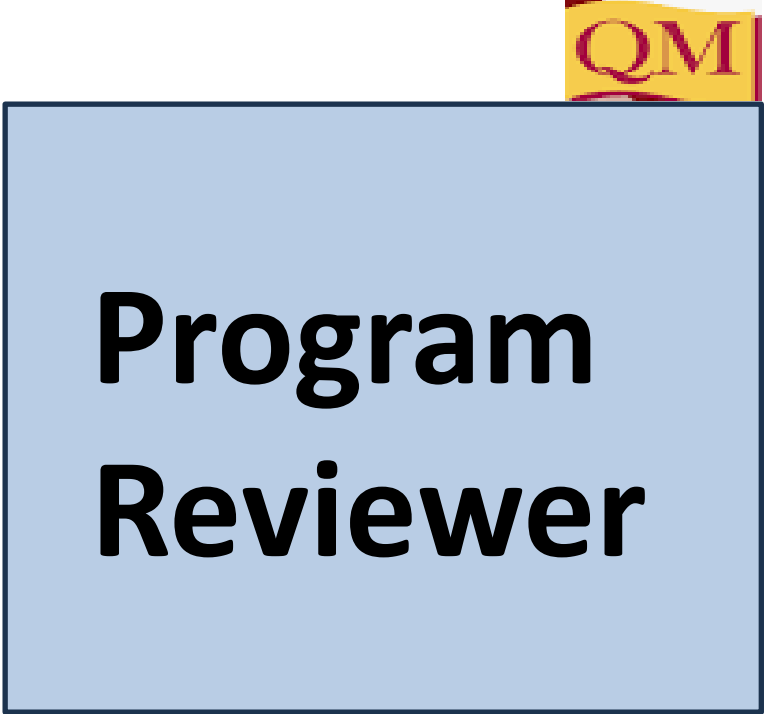
Each table is dedicated to a weekly module. When completed, this table will allow you to see which MLOs, assessments, materials, or activities align with each SLO. Each cell contains one MLO (one row) at a time.



Module Learning Objectives (MLOs)	SLO (MLOs should align with an SLO)	Assessment (Should measure MLOs)	Instructional Materials (Should be aligned with MLOs & SLOs)
MLO 1: Describe the characteristics that distinguish primary sources from secondary sources	SLO 1	Short Answer Quiz: Students describe the characteristics of primary and secondary sources in their own words, providing examples of each.	Video lesson: Explains the difference between primary & secondary sources.



Dr. Larrisha McGill- Youngblood
PADG 5620 Organizational Theory & Behavior





...After my
Organizational Theory
Course was QM
Certified

“The stated goals and outcomes for the course are consistent with what was actually taught”. *SRS 2.1 & 2.2: Course and module level objectives describe outcomes that are measurable.*

“The subject matter of this course is well organized.” *SRS 1.1: Instructions make clear on how to get started in the course*

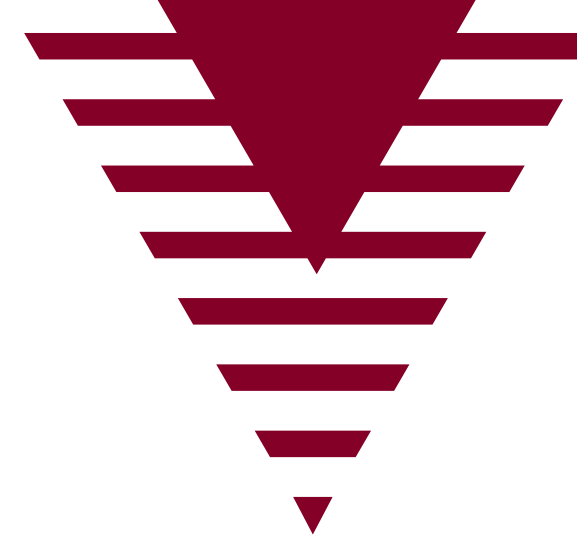
“The instructor uses instructional approaches (for example, discussions, lectures, audio-visuals, field work, demonstrations, computer programs, etc.) which effectively enhance learning in this course.”
SRS 3.4: The course includes multiple types of assessments that are suited for the level of the course *SRS 6.2: Course tools promote learner engagement and active learning*

“The examinations are consistent with the course objectives and the instruction”.
SRS 3.1: The assessments measure the achievement of stated learning objectives

An aerial photograph of a university campus. In the foreground, there is a circular fountain with water spraying upwards. The middle ground is dominated by several large, multi-story brick buildings with many windows. One building on the right has the text "HOEY ADMINISTRATIVE BUILDING" visible on its facade. The background shows more campus buildings and trees under a clear blue sky. The entire image is overlaid with a semi-transparent blue filter and decorative red diagonal stripes on the left and right sides.

Understanding the Challenges

Challenges



Technology Proficiency

Acquiring the necessary skills to effectively use e-Learning technologies and platforms. This includes understanding how to develop and deliver online courses using tools like Canvas and integrating new instructional technologies.

Course Design & Development

Developing high-quality online courses requires a different approach compared to traditional classroom settings. Faculty must learn to create engaging and interactive content that meets the standards of online education, such as those outlined by Quality Matters

Pedagogical Shift

Transitioning to e-Learning involves adopting new teaching methodologies and strategies that differ from traditional andragogy. Faculty need to embrace innovative approaches to assessment, evaluation, and student engagement.

Faculty Preparedness & Support

Faculty may require ongoing professional development and support to adapt to e-Learning environments. NCCU has developed the Teaching Online Preparation Academy (TOP).

Balancing Workload

The transition to e-Learning can increase faculty workload as they learn new technologies, redesign courses, and engage in continuous professional development. Balancing these demands with existing responsibilities can be challenging.



Implementation of Tips for a Successful Transition

Let's
Develop a
Plan!



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Please download and install the Slido app on all computers you use



What additional tips can be implemented for a smooth transition to e-Learning?

① Start presenting to display the poll results on this slide.

Professional Development

Take advantage of professional development opportunities offered on your campuses and outside professional development opportunities i.e QM Connect Conference, become a Faculty Fellow of Ambassador for your department

Technology Integration

Becoming proficient with your LMS tool i.e. Canvas, Blackboard, Moodle. To assist faculty with development of online courses

Innovative Teaching Methods

Become familiar with innovative teaching methods such as Flipped Classroom, blended learning, use of multimedia, Artificial Intelligence tools (AI)

Quality Assurance and Standards

Quality Matters offer frameworks and standards for course design and delivery, helping faculty create effective and engaging online learning experiences and Universal Design for Learning (UDL)





Collaboration and Community

Faculty transitioning to e-Learning can benefit from joining professional communities and networks where they can share experiences, resources, and best practices. Online forums, social media groups, and professional associations provide platforms for collaboration and support.

Accessibility and Inclusivity

Become familiar with accessibility policies on your campus, accessibility tools with your LMS, and how to promote inclusivity in online courses.

Research and Scholarship Opportunities

Faculty can engage in research related to e-Learning, exploring topics such as online pedagogy, technology integration, and student outcomes.



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What could you add to your plan in transitioning to the e-Learning space?

① Start presenting to display the poll results on this slide.

An aerial photograph of a university campus. In the foreground, a circular fountain with multiple tiers sits on a grassy lawn. To the right, a large, multi-story brick building with many windows is visible. The building has a sign that reads "HOEY ADMINISTRATIVE BUILDING". The sky is clear and blue. The image is overlaid with a semi-transparent grey filter and decorative red geometric shapes on the left and right sides.

Lessons Learned



**Overcoming
your fears**



**Be open to
change**

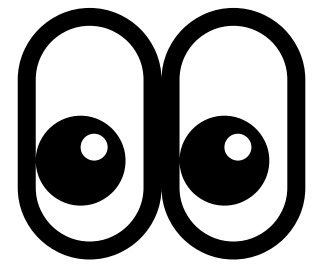


**Tap into your
network for
support**

Be the voice for
students on your
campus!

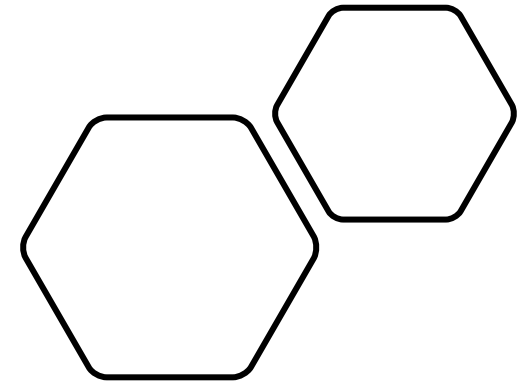


You can see from
both the faculty
and student lens



“According to the ninth annual “Changing Landscape of Online Education” (CHLOE) report, released today, roughly three-quarters of the chief learning officers polled reported an increasing demand for online options from campus-based students, with 60 percent noting that online sections typically fill first” (Inside Higher Ed, 2024, para 2) .

You're already doing the work!



**Develop and
Apply your
e-Learning
plan!**



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Questions?



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