

Lessons Learned

***A mandatory tutorial for
online learning prepares
students to ‘hit the
ground running’***

Spencer Tower – Associate Professor – College of
Business

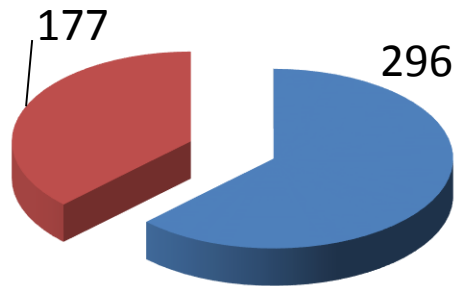
Deb Thalner – Executive Director Online Learning,
Extended and International Operations

Melissa Nuckles – Faculty/Advisor – College of Business
& Extended and International Operations

Impetus for Change

2011 Survey of Online Faculty

473 Online Faculty Surveyed



■ Faculty who responded
37.4 % response rate

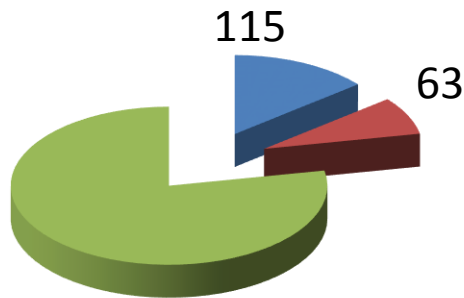
- ***Student Capabilities***
 - Require an orientation before students can begin an online course
 - 81.8% agree/strongly agree.**
 - A student orientation should be standard across the university
 - 78.5% agree/strongly agree.**
- Policy created and approved by faculty senate, deans

Pilot Development

- Requirements: Flexibility (waivers); not for credit; no cost to student, not too time consuming; do not hold up student progression.
 - Within the LMS system, **instructor facilitated, authentic assessments**
 - Inclusion of **LMS specific skills** most often used (uploading documents, discussion board use, etc).
 - Inclusion of **vendor-developed self assessment** (life factors, technology, personal attributes, learning styles, reading skills, typing skills)

Pilot

**812 students asked to participate –
178 participated**



- Participated in pilot (21.9%)
- Participated in pilot and responded to survey (35.4% of participants)
- Declined to participate

Pilot Demographics

- 18 – 24 years old (56%)
- Female (67%)
- Seniors (34.8%) and Freshman (24.7%)
- 3.5-4.0 gpa (45%)

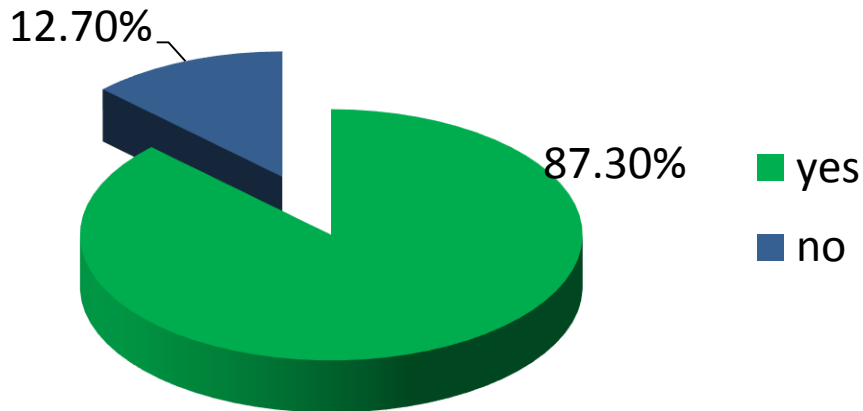
Post Pilot Survey Demographics

- 65% had at least one prior online course

Pilot Survey Findings

Student Feedback

Is an orientation needed for students who have not had an online course?



What to include?

- All sections considered somewhat to very **helpful**
- Sections considered 'very **important**' to include:
 - Discussion boards (75%)
 - Uploading attachments (66%)
 - Grades area (56%)
- Some sections not included due to limited audiences (journaling, etc)

Lessons Learned – Part One

- Definite need to implement an orientation for the campus
- Issues:
 - Cost of faculty facilitation
 - Cost of vendor-provided self-assessment
 - Technical issues with LMS use
 - Integration of student information system and LMS would require a manual registration process
 - Adding/Purging of student data
 - “Grading” and completion status
 - Students needed tutorial to get into LMS
 - Interest in use of orientation for non-students

 *Change from Pilot: web-based program, self-paced tutorial with quiz, free self-assessment*

What Does It Look Like Now?

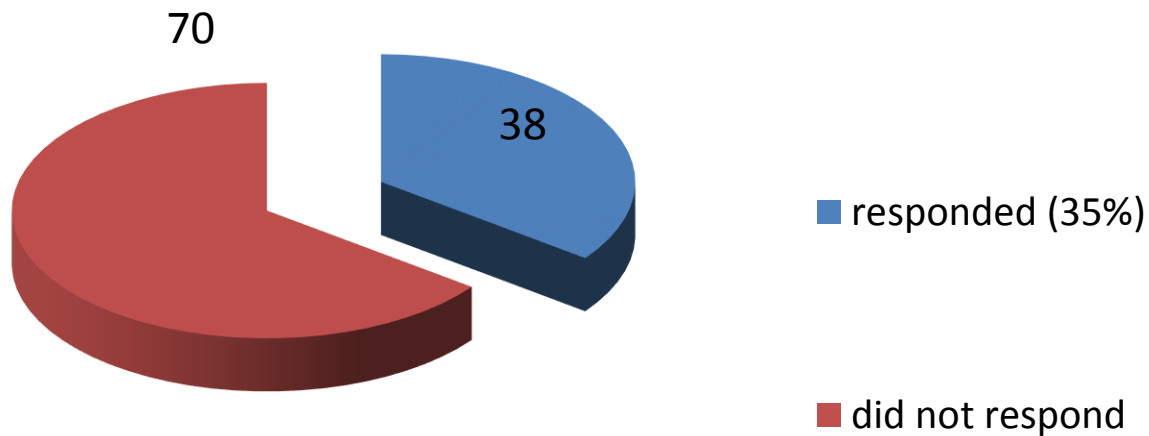
- Self-paced tutorial
 - Web-based
 - Use of LMS-designed videos/help (ondemand.blackboard.com)
 - Some videos / captivate videos created at Ferris (point and click interaction)
 - Multiple choice test at completion - 7/10 is passing
 - ~ one hour to complete tutorial
- Online course sections
 - Readiness 'test score' is a pre-requisite
- Completion is manually entered into Banner as a 'test score'
- Ability to Opt Out:
 - Departments/faculty choice
 - Student waiver

The Launch

- Lots of communication on the change
 - emails, targeted portal announcements, articles, etc.
- Summer 2013 first ‘live’ semester
- WHOOPS
 - Not all students ‘caught’ by pre-requisite
 - Class sections had students who
 - Completed waiver
 - Completed tutorial
 - Did not do either
 - Great time for a survey!

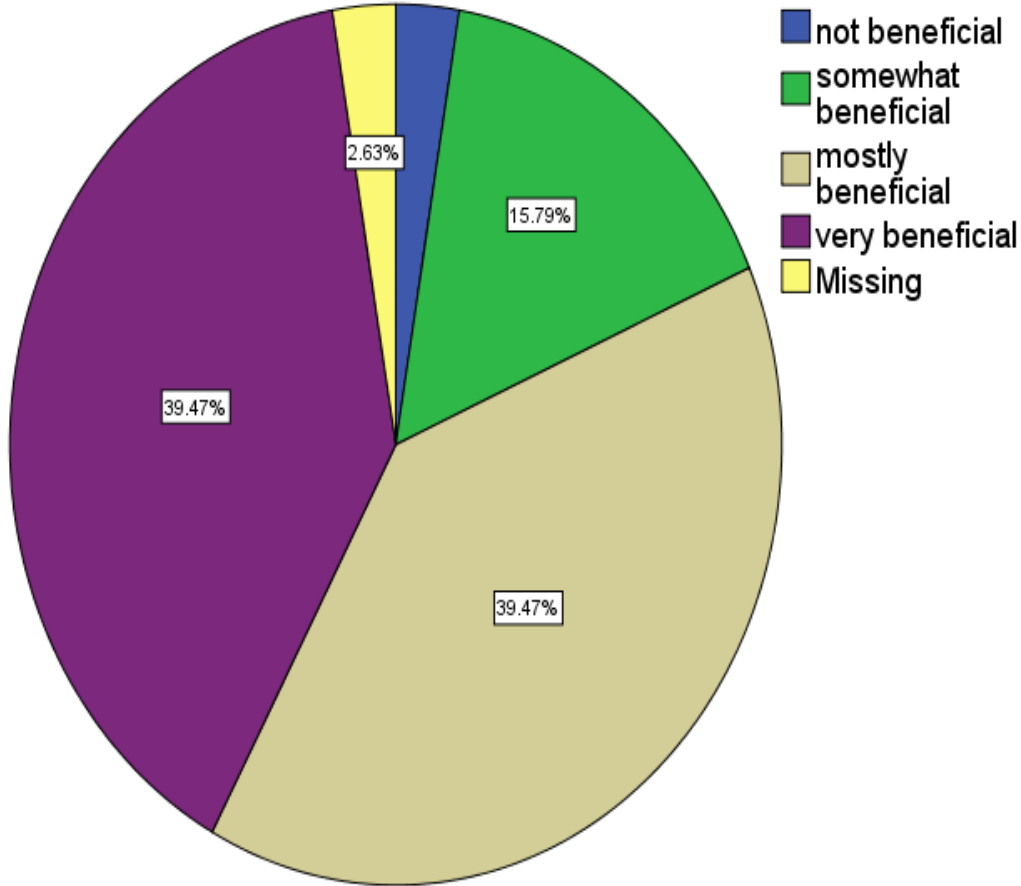
Survey of Summer 2013 Faculty

Online Faculty Surveyed

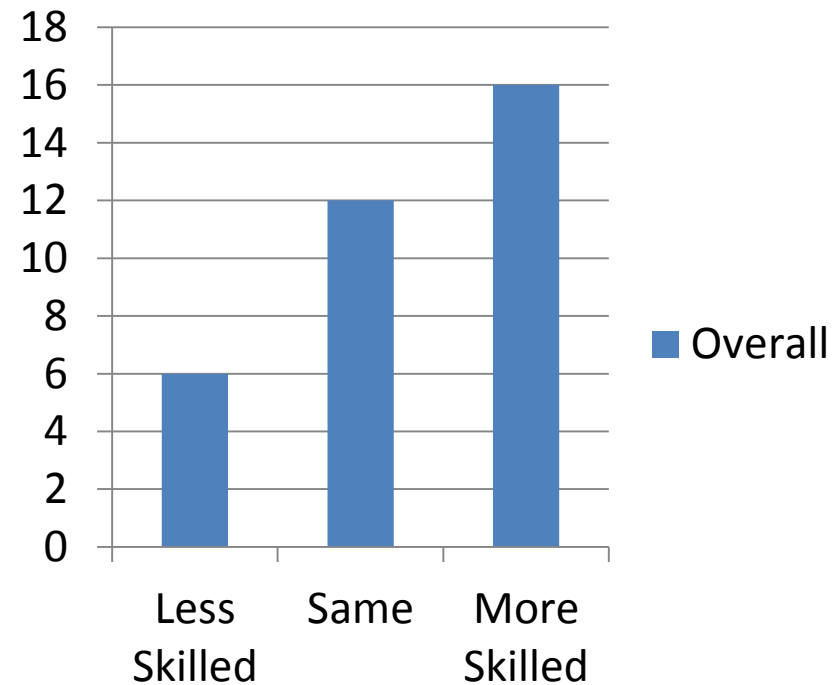


Survey of Summer 2013 Faculty

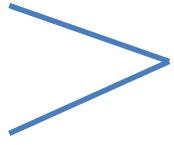
Is the tutorial beneficial?



Overall Comparison to Prior Year

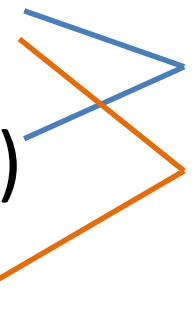


Survey Results – Up Close: t-Tests

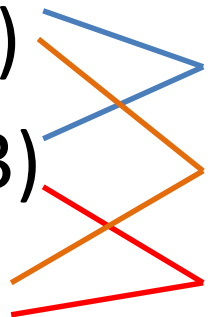
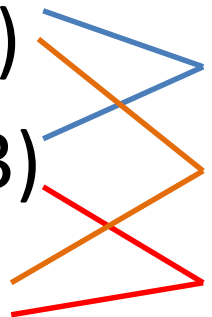
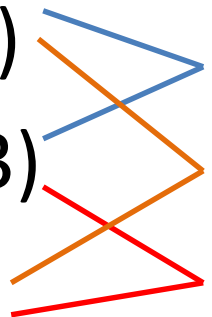
- Tutorial vs. Waiver vs. Neither
 - Mean skill level of students in each group
 - using composite variables Cronbach's alpha $\geq .90$
 - Neither (2.37)
 - Tutorial (2.73)
 - Waiver (2.66)
- Neither vs. Tutorial: .000 significance
- 

Survey Results – Up Close: t-Tests

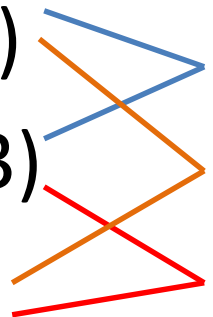
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 - Neither (2.37)
 - Tutorial (2.73)
 - Waiver (2.66)
- Neither vs. Tutorial: .000 significance
- Neither vs. Waiver: .001 significance**
- 
- A diagram consisting of three lines that originate from the right side of the mean scores and point towards the significance values. A blue line connects 'Neither (2.37)' to '.000 significance'. An orange line connects 'Tutorial (2.73)' to '.001 significance'. A blue line connects 'Waiver (2.66)' to '.001 significance'.

Survey Results – Up Close: t-Tests

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- Tutorial (2.73)  Neither vs. Waiver: .001 significance
- Waiver (2.66)  **Tutorial vs. Waiver: .186 significance**

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Survey Results – Up Close

Comparing faculty ‘beneficial’ scores
Median split

Mean “Beneficial” Score 1 = not beneficial 4 = very beneficial	Orientation (=0) Below Median	Orientation (=1) Above Median
Waiver (= 0) Below Median		
Waiver (= 1) Above Median		

Survey Results – Up Close

Comparing faculty ‘beneficial’ scores
Median split

Mean “Beneficial” Score 1 = not beneficial 4 = very beneficial	Orientation (=0) Below Median	Orientation (=1) Above Median
Waiver (= 0) Below Median	3.09	3.60
Waiver (= 1) Above Median	2.67	3.09

Survey Results – Up Close

Comparing faculty ‘beneficial’ scores
Median split

Mean “Beneficial” Score 1 = not beneficial 4 = very beneficial	Orientation (=0) Below Median	Orientation (=1) Above Median
Neither (= 0) Below Median	3.71	3.40
Neither (= 1) Above Median	2.75	3.10

Survey Results – Up Close

Comparing faculty ‘beneficial’ scores

Overall, how beneficial do you think it is for students to complete an online tutorial before participating in an online course?

Not beneficial

Somewhat
beneficial

Mostly
beneficial

Very beneficial

○

○

○

○

1 to 4 scale

Survey Results – Up Close

Comparing faculty ‘beneficial’ scores
Median split

Mean “Beneficial” Score 1 = not beneficial 4 = very beneficial	Neither (=0) Below Median	Neither (=1) Above Median
Waiver (= 0) Below Median	3.86	3.20
Waiver (= 1) Above Median	3.25	2.89

Limitations

- Did not differentiate survey results
 - by course level
 - by student level
 - by instructor history
- Survey response rate
- Only one semester
- Results may be influenced by new LMS
- Difficult for faculty to differentiate within a group
- Recency bias in survey

Lessons Learned

- Faculty support critical
- Build in flexibility to the process (waivers, departmental flexibility)
- Have a champion to keep it moving
- Be willing to adapt
- Spend time training staff
- Over communicate
- Include staff who understand Banner, Blackboard, IT
- Designate time/resources
 - Development
 - Ongoing changes
 - Ongoing test entry

Questions?



- You can try our orientation as a guest at
- www.ferris.edu/online
- (you will not get the test as a guest)

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