**Transitioning from In-Class to
Online Learning: An Overview
for Instructors**

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Objectives

- Explain why you might consider developing an online course.
- Identify who can develop an online course.
- Describe the intellectual property rights assigned to the university—and maintained by the instructor.
- Describe the process for developing an online course —and the instructor's role in that process.

Why would you consider developing an online course at Concordia?

Why instructors consider developing online courses

- For the experience
- To make a course more widely available
  - To students who cannot easily come to campus
  - More than one offering per year
- To ensure consistency in content across sections
- To transform the learning experience for students

Who can develop a course

- Academic
- Non-academic

Process for designing and developing academic e-courses at Concordia

1. Initial request from the instructor to the department chair.
2. Approved within the department.
3. Dean approves the request.
4. Instructor meets with instructional designers to develop a plan for the course.
5. The instructional design team works closely with the instructor to bring his/her vision to the screen.
6. The team closely monitors the first offering to ensure the course meets expectations.

But what about intellectual property rights?

1. Initial request from the instructor to the department chair.

- Existing course or one that's in the approval process
  Note: The medium of instruction is not relevant to the course approval process.
- Reasons will vary
  - You want to try it
  - You think it will provide a better pedagogical experience
  - Department has a strategy
  - Other
- Concerns that arise:
  - Workload implications—design and development
  - First round
  - Later rounds

2. Approved within the department.

As just noted, Faculty and university-wide curriculum committees are not concerned with medium of instruction.

3. Dean approves the request.

- Occurs following approval of the course (if needed)
- Purpose of approval: workload.
- Issues considered:
  - Coverage of development
  - Coverage of first course

4. Instructor meets with the instructional designers to develop a plan for the course.

- Note: This substantially differs from most design processes for classroom courses.
- Issues addressed:
  - Team building
  - Instructional objectives
  - Instructional strategy
  - Assignments
  - Possibilities—in terms of technology, in terms of instructional strategy
- Details in session Friday at 10 – 11:45

5. The instructional design team works closely with the instructor to bring his/her vision to the screen.

Instructor	Instructional Design Team
Provides source materials and instructional resources Reviews all plans on a timely basis May record videos Reviews all materials on a timely basis Prepares all exams	Advises on effective uses of technology Advises on instructional strategy online Writes and develops course materials Produces course materials Conducts all technical and usability assessments of course materials Programs tests and other instructional segments Prepares the instructor's guide Oversees implementation

6. The team (including the instructor) closely monitors the first offering to ensure the course meets expectations..

- Instructor's responsibilities continue every time the course is offered
  - Hire and train teaching assistants
  - Update course content as needed
  - Correspond regularly with students
  - Host live sessions "live virtual lectures" and similar sessions
  - Address ongoing issues from students
  - Oversee the exam

Considerations for future offerings

- The course might be taught by someone else but instructor responsibilities are the same.
- We recognize that:
  - Original content is yours
  - You played a role in shaping the online course
- We working to find an ongoing role for the original instructor.

Questions

Take-Aways

Name 1 or 2 insights about teaching online that you'll take away from this session.

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