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GRAZIADIO
BUSINESS SCHOOL

Online MBA Transition

Challenges and Lessons Learned after Five Years

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Learning Outcomes

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- Explain the challenges in online teaching and course design
- Summarize implementation issues and identify potential resolutions when teaching online
- Develop standards for online teaching and learning, including people, policy, process, and technology

Agenda

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Change Initiatives

- Developing policies and standards
- Implementing a virtual business simulation
- Designing an interactive student exercise

Experiences and Lessons Learned

- Challenges in transitioning from an on ground to an online modality
- Implementation issues and resolutions
- Lessons learned relating to people, policy, process, and technology

Agenda

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Personal Evolution

- Program
- Designer
  - Satisfice (simulation)
  - Optimize (interactive exercise)
- Lead Faculty

Change Initiatives

- Developing policies and standards
- Implementing a virtual business simulation
- Designing an interactive student exercise

Experiences and Lessons Learned

- Challenges in transitioning from an on ground to an online modality
- Implementation issues and resolutions
- Lessons learned relating to people, policy, process, and technology

The Context

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- MBA Program for working professionals
- Both “high tech” and “high touch”
- Application oriented

=> Same learning objectives as on-ground program

Quality Indicators & Best Practices

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- Introductions (dyads or triads)
- Question: what is a ‘best practice’ in your program?

Quality Indicators & Best Practices

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Stakeholders

- Online Committee
- Administration
  - Director of Online MBA
  - Director of eLearning
- Business Partner

1. Advance Preparedness
2. Active Teaching/Learning (asynchronous)
3. Experiential Learning
4. Virtual Presence, Teams and Community Learning
5. Weekly Virtual Synchronous Interaction
6. High Quality
7. Learning Outcomes and Assessment
8. Virtual Communities and Interaction
9. Content Ownership and Responsibility
10. Technical Support

Quality Indicators

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Advance Preparedness

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Allocate at least 10 hours per week for at least 4-6 months in advance of course launch for development • Develop a consistent course structure	• Read, view and interact with pre-course materials, e.g. obtain the textbook and read Chapter 1 • Complete mandatory technical training BEFORE the course starts Prepare your course introduction • Read the syllabus thoroughly and carefully • Ask questions about items you may need clarification on • Complete a Start Here quiz to indicate attendance, certify understanding of course logistics and agree to live by the code of honor within your learning community	• Spend 2-3x the amount of time you normally spend in a face-to-face course, in the first delivery of the online version. • Respond promptly to student emails, phone-calls and/or text messages, each week, for the duration of the course. • The first few weeks can be especially intense. Plan for 8-12 hours per week online for weeks 1-4.

Quality Indicators

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Active Teaching/Learning (asynchronous)

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty

• Student reflection is required, frequent and consistent	• Engage with course content, peers and/or your instructor, every 24-48 hours.
	• Enable push notifications in eLearning tools such as Sakai and Yammer
		• Create multiple and varying opportunities for each type of interaction, each week:
		  ➢ student-student
		  ➢ student-instructor
		  ➢ student-content
		• At the beginning of the course, include a "Start Here" quiz for a low stakes grade that certifies students have read and understand (to the extent possible) basic course information, procedures (e.g. grading), key contact points, etc. Also serves to take virtual attendance

Quality Indicators

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Experiential Learning

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Courses frequently include relevant, real-world scenarios and simulations, and case elements in which students interact with real/live business data, as applicable	• Frequently contribute relevant professional examples and other learning materials that relate to your peers and contemporary business issues	• Bring in guest lecturers who are relevant business executives or practitioners to complement course content, using synchronous, asynchronous, and/or other tools. • Include an Education to Business Partnership component, if applicable

Quality Indicators

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Virtual Presence, Teams and Community Learning

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Courses include multiple activities that promote interaction between students, between faculty-student and between content-students	• Form diverse, virtual teams and work together successfully, resolving conflicts using critical thinking and other methods	• Faculty interact with students as a learning community (creation of video vignettes, 'lecturettes', Voice Threads, virtual synchronous sessions - Adobe Connect) • Interact with each student individually (email, phone, assignment feedback) • Respond to all student communication as early as possible within 24 hours.

Quality Indicators

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Weekly Virtual Synchronous Interaction

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Weekly virtual synchronous interaction is built into the course, with a consistent day/time from week to week (recommended tool = Adobe Connect)	• Make every effort to attend live, virtual sessions, weekly. Session recordings are for review and extenuating circumstances that prevent attendance • Engage/interact with other students, the instructor and content in virtual, synchronous sessions • Prepare for success in virtual synchronous sessions by conducting frequent, pre-session equipment checks, audio checks just before the session officially starts and following all recommended best practices. Ensure you can talk and hear	• Host at least one hour of virtual, synchronous interaction, beyond Q/A or “office hours”, include agenda, topics that engage students and promote interaction

Quality Indicators

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High Quality

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Course objectives align to program goals in the FEMBA Curriculum Matrix. Session learning outcomes must be present and align to the course-level student learning outcomes. • Syllabi include course description, privacy statement and honor code. All quizzes and tests incorporate exam integrity criteria. • Turnitin.com (academic integrity software) is used for all written assignment submissions. The standard Turnitin Statement is in the course syllabus. • Courses are organized into sessions. Each session contains an overview, outcomes, preparatory activities (readings, viewing, research, lectures, etc.) and assignments to complete.	• Demonstrate excellent professional writing, constituting a portion of your course assessments	• Send frequent reminders of due dates and important events, reviews. Use announcements and/or email

Quality Indicators

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Learning Outcomes and Assessment

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Course outcomes are clearly stated, measurable and related to course activities and program goals/objectives • Assessments are purposeful and relate to course outcomes • Course evaluations are to be conducted at the mid-point and end of the trimester	• Students have prerequisite knowledge. • Students submit assignments in a timely manner. • Students meet course outcomes.	• Communicate the grading policy clearly in the syllabus and throughout the course. • Provide opportunities for students to track their own learning progress, e.g. practice exercises and low stakes assessments

Quality Indicators

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Virtual Communication and Interaction

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Multiple modalities for communication are made available to student in both synchronous and asynchronous formats**,** e.g. email, Messages in Sakai, phone, text, discussion forums, Skype, Adobe Connect, Yammer, etc. • Private communications are addressed via phone or direct to the individual's email, only.	• Use official Pepperdine email for all communication, configured through g-mail	• Use Pepperdine email address for communication. • Faculty team will share the responsibility of calling all new students two weeks before residency weekend. • Monitor the “Ask Your Professor” forum and respond regularly to questions; however, if questions are personal and private in nature, they should be answered via email.

Quality Indicators

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Content Ownership and Responsibility

COURSE DESIGN	STUDENT ENGAGEMENT	HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Faculty are responsible for all course content accuracy, analogous to the face-to-face scenario. • Faculty must review and approve the final course. This includes course logistical details such as grammar, alignment of due dates of assignments in Sakai to calendar or course schedule and syllabus. • Triple check hyperlinks to ensure they function properly and navigate to the correct destination. Only approve the course or course components if you have thoroughly reviewed them.	• N/A	• Allocate at least 1 hour per session for final master course review (approx. 10- 15 hours). • Carefully review and document change requests • After the course is launched, allocate at least 1 hour per session to review it one week before it starts. • Only approve course that you feel 100% confident in delivering.

Quality Indicators

Technical Support

• COURSE DESIGN	• STUDENT ENGAGEMENT	• HIGH TOUCH FACULTY
Faculty	 Students	Faculty
• Display standard information outlined in Sakai (Courses): • General Technical Support eLearning/Instructional Adobe Connect	• Communicate with your instructor if you find errors or inconsistencies in content. • Use proper netiquette in these communique, e.g. ask for clarification • Reach out to peers, conduct a google search, research YouTube tutorials, access Lynda.com (software tutorial service sponsored by Central IT) or technical support to resolve your own issues • Trouble-shoot, think critically and attempt to resolve technical issues BEFORE contacting your instructor	• Frequently refer and remind students to contact appropriate resources for support. • Encourage students to contact the support resources they are entitled to utilize

Challenges & Lessons Learned

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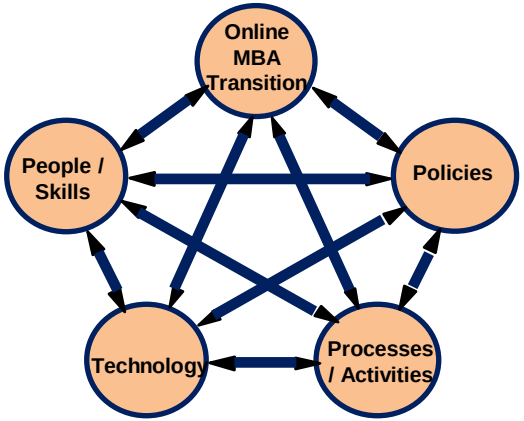
People / Skills (faculty & staff)

- Commitment
- Flexibility
- Mental models
- Politics



Technology

- Infrastructure => leading edge
- Support staff & availability

Policies

- Online ⟺ On ground
  - Transferability
  - Alignment (2 committees)

Processes / Activities

- Planning, planning, planning
- Stakeholder involvement
- Timing of design process
- Evolution => iterative process

Business Simulation

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1. How have you incorporated experiential learning into your course / program?
2. What were the challenges to do so?

Business Simulation

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On-Ground

Team Room – Company 1

Administration Room

Team Room – Company 3

Team Room - Company 2

Team Room - Company 5

Team Room - Company 4

Business Simulation Online

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Design Team

- Faculty
- Technical Support Staff
- Instructional Designer
- Business Partner

Initial Design

- 2 weekly decisions – 4 weeks (asynchronous)
- Synchronous Saturday – 6 hours (virtual)
  - Collocated faculty members
  - Classrooms with laptop running video-conference for each virtual student team
  - Addition of technical support to monitor video-conferences

Business Simulation

Online – Student Perceptions

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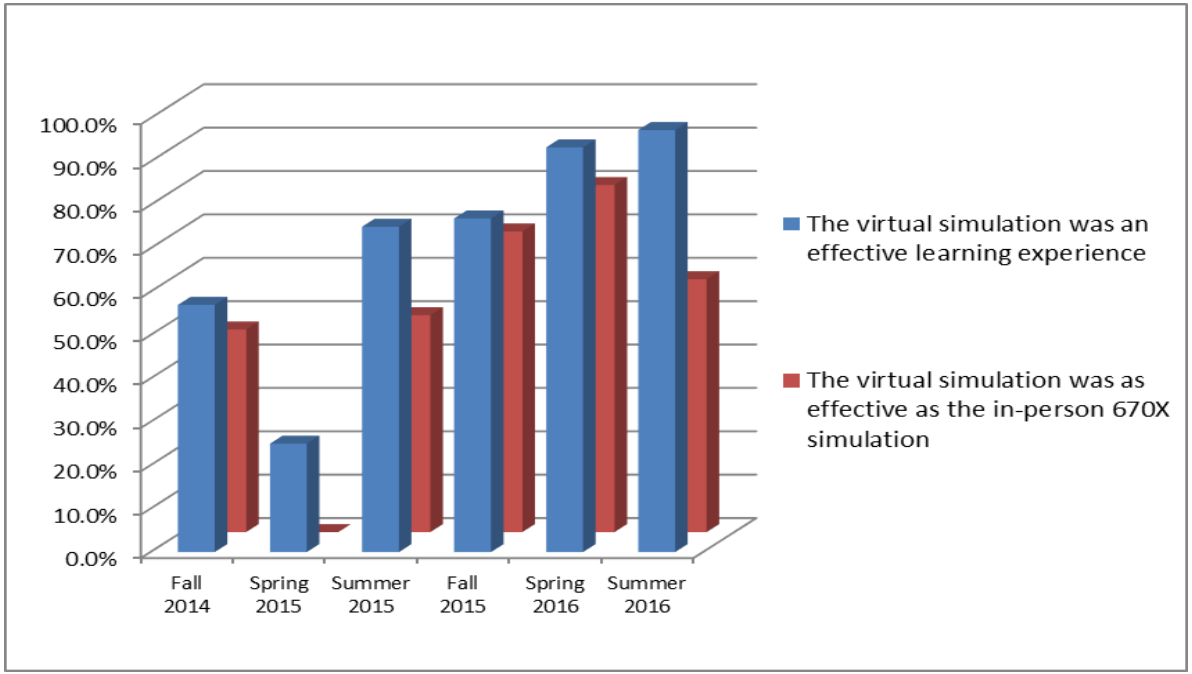

Business Simulation

Online

Design Team

- Faculty
- Technical Support Staff
- Instructional Designer
- Business Partner

Redesign

- Synchronous simulation changed to Friday evening & all day Saturday

- Variables affecting student perceptions
  - Preparation of students, faculty, and staff
  - Technical hardware, software, and connectivity issues
  - The number of students taking online classes for the first time
  - The number of teams that are collocated versus virtual

Challenges & Lessons Learned

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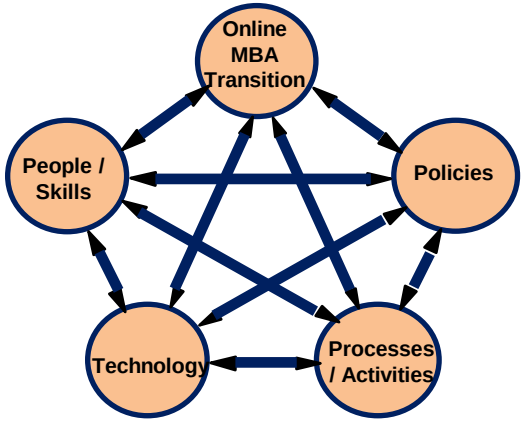
People / Skills (faculty & staff)

- Commitment
- Flexibility
- Mental models
- Politics
- Workload increase
- Role clarification

Policies

- Online ⟺ On ground
  - Transferability
  - Alignment (2 committees)
- Allocation of required resources
- Collaborative course design process
- All students taking an online course to attend technical orientation



Technology

- Infrastructure => PGBS on leading edge
- Support staff & availability
- Equipment set-up, technology, and connectivity => must be up-to-date

Processes / Activities

- Planning, planning, planning
- Stakeholder involvement
- Timing of design process
- Evolution => iterative process
- Importance of training
- Cross-functional design team
- Best practices => document & standardize

Interactive Student Exercise

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1. How have you incorporated interactive exercises learning into your course / program?

2. What were the challenges to do so?

Interactive Student Exercise

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Stakeholders

- Faculty
- Instructional Designer (ID)
- Director of eLearning

Teaching Goals

- Change from team case to individual exercise
- Enhance and better assess student learning
- Leverage faculty time to provide student feedback

Student Learning Outcomes

- Identify key players/groups in each force for two related industries
- Identify the applicable criteria used to evaluate each force
- Assess the power of the players in each force using the applicable criteria
- Assess the power of each force for the two related industries
- Determine whether the industry is attractive

Key Challenges

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Faculty perspective

Complicated model

Complex design

Technical issues

Schedule

Key Challenges

PEPPERDINE | GRAZIADIO BUSINESS SCHOOL

Faculty perspective

Complicated model

Complex design

Technical issues

Schedule

Instructional Designer perspective

Content analysis

Iterative design

Testing

Schedule

Key Challenges

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Faculty perspective	Complicated model	Complex design	Technical issues	Schedule
Instructional Designer perspective	Content analysis	Iterative design	Testing	Schedule
Director of eLearning perspective	LMS issues	Third-party application	Cost	Schedule

Challenges & Lessons Learned

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People / Skills (faculty & staff)

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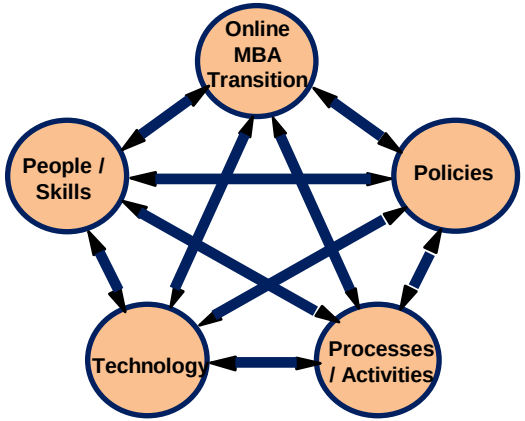
- Workload increase
- Role clarification



Policies

- Online ⟺ On ground
  - Transferability
  - Alignment (2 committees)
- Allocation of required resources
- Collaborative course design process
- All students taking an online course to attend technical orientation
- **Project parameters, including funding and timing**

Technology

- Infrastructure => PGBS on leading edge
- Support staff & availability
- Equipment set-up, technology, and connectivity => must be up-to-date
- **Technical interfaces / compatibility (e.g., LMS)**

Processes / Activities

- Planning, planning, planning
- Stakeholder involvement
- Timing of design process
- Evolution => iterative process
- Importance of training
- Cross-functional design team
- Best practices => document & standardize
- **Realistic resource requirements and schedule / timing projections, based on model complexity, source material, testing, and iterative design process**

Activity			
Identify project parameters, including funding *			✓
Define enhancement learning objectives	✓		
Determine project scope (within parameters) *	✓	✓	
Develop project schedule and milestone check-ins		✓	
Identify requirements and gather content *	✓	✓	
Analyze content in context of course enhancement		✓	
Structure enhancement design *		✓	
Review and gain concurrence of faculty	✓	✓	
Code enhancement		✓	
Review for quality assurance (QA)		✓	✓
Identify technical issues *		✓	✓
Resolve technical issues *		✓	✓

Activity			
Review and gain concurrence of faculty	✓	✓	
Place module in course		✓	
Monitor student activities and answer questions	✓		
Provide student feedback at end of module	✓		
Identify enhancement issues and determine remedial actions	✓	✓	
Update enhancement		✓	
Review and gain concurrence of faculty	✓	✓	
Introduce case and set student expectations	✓		
Monitor student activities and answer questions	✓		
Provide student feedback at end of module	✓		
Identify enhancement issues and determine remedial actions	✓	✓	
Update enhancement		✓	

Continuous Learning and Improvement

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Learning Outcomes

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- Explain the challenges in online teaching and course design
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- Develop standards for online teaching and learning, including people, policy, process, and technology

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CEO Magazine: #12 Tier One Online MBA Worldwide

Princeton Review : Top 25 Online MBA Program (#14)

U.S. News & World Report :
#21 Best Online MBA Worldwide
#13 Best Online Programs for Veterans Worldwide

References

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