

High-Quality Online Education:

Before, During & After the Crisis

Presented by

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ALL the questions we need to answer...

- ▶ *What establishes an online course offering as “high-quality”?*
- ▶ *How do you proactively create and maintain online instruction that meets the criteria?*
- ▶ *How do you respond to a crisis situation?*
- ▶ *How can you migrate courses to an online instructional format that meets the high-quality criteria?*
- ▶ *How will you keep your online instructional presence, once the threat passes?*
- ▶ *How can everyone maintain the “new normal” with a new skill set?*

What makes a course “high-quality”?

- ▶ *It's aligned to standards*
- ▶ *It's easy to navigate*
- ▶ *It's comprehensive*
- ▶ *It satisfies the needs of the course*
- ▶ *It contains all the elements of an “instructional space”*
 - ▶ *Course Information*
 - ▶ *Attendance*
 - ▶ *Lessons*
 - ▶ *Assignments*
 - ▶ *Assessments*
 - ▶ *Resources*
- ▶ *This is NOT an all-inclusive list – whatever else your course requires should be in the course!*

How do you meet & maintain HQ?

- ▶ *Have a plan*
- ▶ *Standardize!*
- ▶ *Use templates*
- ▶ *Provide rubrics and checklists*
- ▶ *Continual improvement*
- ▶ *Ongoing professional development*
- ▶ *Involve the instructors*
- ▶ *Involve the administrators*
- ▶ *Create a review process*
 - ▶ *Peer review*
 - ▶ *Department head & administrative access*
- ▶ *Provide lots of actionable feedback*

How do you respond in crisis?

- ▶ *Have a plan*
- ▶ **HAVE A PLAN!**
- ▶ *Did I mention “Have a plan”?*
- ▶ *How Pinellas Technical College pulled it off*
 - ▶ *Career & Technical college*
 - ▶ *Two campuses*
 - ▶ *Over 60 programs (more than once course of several)*
 - ▶ *Some online/hybrid, but mostly F2F programs*
- ▶ *Create a course template for everyone with essential pieces*
- ▶ *LOTS of professional development*
- ▶ *Online resource to consult (Use LMS to teach the LMS)*
- ▶ *Encourage widespread collaboration*
- ▶ *Automate processes as much as possible*

How can you migrate F2F to LMS?

- ▶ *Again, “Have a plan.”*
- ▶ *Once you’ve done it in a crisis, you already have the steps for migrating in less critical times.*
- ▶ *When new instructors onboard, have part of the mentoring process include the introduction to HQ online instruction*
- ▶ *Continually update the online resources with new content*
- ▶ *Keep up the collaboration – have online meetings and create a PLC to support the effort*
- ▶ *Make sure that instructors see the benefit to them, AND to their students.*

Keeping those LMS fires burning!

- ▶ *This one sort of “handles” itself.*
- ▶ *Once instructors realize the benefits, many make the decision on their own to maintain an online program*
- ▶ *Offer PD in LMS training, for new users and for existing instructors*
- ▶ *Use videos to show instructors what’s new*
- ▶ **COLLABORATE!**
- ▶ *Make sure instructors know how this aligns to their performance evaluations AND to school accreditation.*

Maintaining the “new normal”

- ▶ *Make sure that the PD is targeted at the right times, for example:*
 - ▶ *Offer PD on replacing and updating content at, or prior to, the beginning of a new academic year, when content might change*
 - ▶ *Overview the gradebook maintenance piece at, or immediately after, the end of a term, when students may finish*
- ▶ *Make yourself available*
- ▶ *Set the example*
 - ▶ *Keep the LMS updated*
 - ▶ *Get rid of old content*
 - ▶ *Continually update any course(s) that you maintain, especially for instructional staff*
- ▶ **Be the best resource your staff has!**

Questions?

Thanks so much!

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