Achieving Harmony in eLearning Development: A Collaborative Discussion
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The below includes notes from the The Transformation to eLearning: A Collaborative Discussion about Lessons Learned session at STLHE 2014 presented by Rebecca Taylor & Loretta Howard

STLHE 2014 Session Background
Context at Canadian Memorial Chiropractic College (CMCC)
- Private, not-for-profit post-secondary institution with a 4-year second-entry Undergraduate program, Graduate programs, Continuing Education, and Research
- ~170 Faculty, majority part-time; ~750 students in total
- Located in Toronto, Ontario

Successes and Challenges experienced by CMCC’s transformation to eLearning
Successes
- Our process: an effective approach that
  - Is not top-down/mandated
  - Ensures quality and authentic learning for all
  - Stimulates faculty interest, student engagement, and conversation
- Concurrent implementation of educational technologies training for faculty and staff
- QA embedded in annual processes: Course Evaluations

Challenges
- Limited resources
  - Personnel, time
  - Requires that the same person take on multiple roles: Instructional Designer, eLearning Developer, etc.
- Requires shifting student and faculty thinking and practice about teaching & learning

STLHE 2014 Session Activity
Participants were asked:
Consider your institution’s eLearning journey to date
- What are your major successes?
- What are your major challenges?
Participants jotted down successes and challenges on sticky notes and posted them to the Successes or Challenges flip chart. Then, participants worked in small groups to identify common themes.

Session Synthesis: Participant Responses

Successes
- Positive student evaluations
- Launching eLearning courses that students LIKE!
- Student interest
- High student satisfaction
- Students and faculty are mostly enthusiastic
- Student and faculty voices = bottom-up approach
- Growing community of believers: students and faculty
- Faculty and Department interest in re-designing courses for online/blended delivery
- Increased Interest
Growing commitment
- Funding and resource allocation to produce quality products
- Adapting to change budgets and doctrine (slow process)
- Well-developed support team
- Long history of distance education
- Online modules already in use as part of blended courses
- New, stronger relationship between IT and Educational Developers
- Librarians included in online course design teams
- Increased ability of instructors to create a community of online learning

Challenges
- Privacy and confidentiality
- Security of protected documents: intranet vs. intranet
- Intellectual property concerns
- Union is opposed to professor-developed content being posted to LMS (concern is that “anyone” can teach a section of the course)
- Change = scary
- Red tape and push back from schools
- Peer resistance and skepticism
- Faculty resistance to change
- Some faculty do not support change
- Getting faculty to embrace the process and timelines inherent in online course design and delivery
- Managing professor expectations during the course development process
- Course coordination: many casual instructions
- Training and support for faculty
- Keeping all the balls in the air: course management when using mixed delivery methods
- Manpower to create the online courses
- Requirement to create hybrid or online courses quickly with time for review
- Aggressive timelines to deliver course re-designs impact on faculty development production of digital assets
- Administration undervalues time/effort required by transiting faculty – see us as “delivery” agents
- Slow adaptation
- Time for consultation, development, and design
- Time-consuming
- Funding
- Cost
- Institutional support and funding
- Transform “hands-on” skills to online
- Avoiding glorified correspondence approach
- Focus on print; limited use of multimedia/other technologies

Session Synthesis: Common Themes

Successes Themes:
- Student buy-in and satisfaction
- Faculty buy-in and interest
- Resource allocation
- Collaboration

Challenges Themes:
- Intellectual property and privacy
- Resistance (primarily faculty)
- Resource allocation
- Lack of use of best practices for online teaching and learning