



**OBTC 2015 at University of La Verne  
June 17<sup>th</sup> – 20<sup>th</sup>, 2015**

**Submission Template**

**SUBMISSION GUIDANCE**

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*\*Please include ALL supplementary text at the end of this document\* \*Only one document should be submitted\**

**Submission Template for the  
2015 OBTC Teaching Conference for Management Educators**

**1) Title of Proposal:**

Moving Courses from Traditional to On-line Format: What Have We Learned?

**2) Abstract:**

Are you considering moving a course to the online format? Technology has advanced significantly for online education and colleges and universities are moving more traditional courses to the online format. With these greater capabilities for online instruction, how has this impacted student satisfaction and final grade distribution? This session provides insight into student perspectives, grade distribution, and recommendations for transition. Come and observe the data collected from a comparative study of courses that were taught in the traditional and the online delivery format, and discuss how improvements in learning in community and "apps" may enhance student satisfaction and grade distribution.

### 3) Keywords:

online learning communities, online education, grade distribution, student perspectives

### 4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

### 5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

### 6) Planning Details:

This session does not have any special requirements for space or materials. However, if PowerPoint is available, it might be utilized.

### 7) Learning Objectives or Goals for the Session:

In this session, my goals are that:

1. Participants will develop knowledge of the scope of possibilities for improving the engagement and experience of students and instructors in online learning communities.
2. By examining the results of the research that also include Grade Distribution of the same course taught in traditional and online format, participants will enhance their understanding of the lessons learned in the study and leave the session with resources and recommendations for an improved transitional plan from the traditional method of delivery to the online format.
3. Participants will leave with an understanding of a new tool and "app" that may assist students with participating in the online class.

### 8) Management or Teaching Topics:

The management and teaching topics that are relevant to this session:

1. Ongoing debate of traditional versus online-delivery method: The courses that were studied were (historically) taught in the traditional format and were converted to the online delivery method.
2. Grade Distribution: Online delivery results compared to the traditional method results. The results of the presenter's study revealed that the GPA (3.7) was higher in the traditional class. The failure rate (4.76 percent) was higher in the online class. (Attachment included)
3. Sr. Management Capstone: The courses that were studied are in the area of Management in the College of Business Administration.
4. Online learning communities: tools for possibly enhancing engagement and satisfaction in the online environment. (Examples: Blackboard notifications and smartphone "apps")
5. "Lessons Learned" in converting a tradition to online course: while we thought our students were prepared for the technology transition, we are doing more work in the area of learning communities, student engagement, and technical tools for reminders.
6. Future of online education and best practices: We are striving to provide innovative methods of instructional delivery as we are preparing our management students for the "Global Economy."

In re-evaluating the online delivery method versus traditional, the question of hybrid or blended learning is something important to consider before moving a traditional course to a full-online course. Hybrid courses can be defined as a blend of face-to-face contact in a traditional environment with the addition of an online component. As a side note, the presenter has taught in this method for seven years.)

Rovai & Jordan (2004) reported a causal-comparative design to examine the relationship of sense of community between traditional classroom, hybrid/blended, and fully online higher education learning environments. They concluded with evidence to suggest that a stronger sense of community among students was in blended courses than either fully online or traditional courses. Based on the findings of the presenter's study, the same conclusion exists among students' feedback in the online classes. The majority of students preferred the hybrid method over the all online delivery.

## **Session Description and Plan:**

After the introduction, in each of the following segments, the presenter will conduct the discussion and then facilitate the participants in an interactive dialogue.

5 minutes: Introduce the session

10 minutes: Presentation of research and brief summary of the study and "What went well, what did not go well, and where we need to improve." Share and discuss possible theories behind the differences in the Grade Distribution between the two methods of delivery.

10 minutes: Share and discuss "Where we need to improve and where do we go from here?" based on the results of the study, along with research on tools and suggestions for enhancing student engagement in learning communities. (As an example, Blackboard tools and apps for smartphones.) This portion of the session will invite participants to discuss how/if they may want to implement these features or enhancements into their online courses. Other questions for discussion will be, Where do we draw the line on instructor "reminders" to students? Will the "apps" on smartphones be effective reminders for students?

5 minutes: Summarize learnings and general feedback. Participants will leave with a handout of resources and a better understanding of moving a traditional course to a hybrid or online method of delivery.

## **9) For Activities and Exercises:**

N/A

## **10) Implications for Teaching or for Teachers:**

To equip teachers who are considering moving a traditional course to an “all” online method of delivery, or teachers who are currently teaching hybrid or online classes, with information and suggestions gleaned from the research. Teachers will have a greater understanding of the challenges and opportunities for increasing participation in the online format. Teachers will leave with some practical tips and information about tools that may be utilized to augment the online delivery experience. Lastly, teachers will leave with the feedback from participants in the session as we share our ideas and suggestions.

## **11) Application to Conference theme:**

This session will address lessons learned from extensive research and the comparative study and will make recommendations for increasing learning in community within the online environment.

A study by Liu, Magjuka, Bonk, & Lee (2007) reported,

The results of this study remind online educators that building learning communities in online courses may not be as intuitive as advocates and promoters might suggest. Communities cannot develop on their own without careful planning, continued support, and intentional tasks and activities (p.14).

They specifically explain, “Many instructors have a weak awareness of online community and low value of its learning impact. The existing technology may still be a barrier without the supportive structure to enhance bonding within the online community” (p.1). In addition, members of an online class have an easy potential to disengage or simply overlook assignments as the class is out of sight—out of mind.

## **12) Unique Contribution to OBTC:**

This work has not been presented and is not under current review somewhere else. .

### **13) References and/or Additional Materials:**

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- Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. *Journal Of Computer Assisted Learning*, 30(3), 220-232. doi:10.1111/jcal.12042

### **Additional Materials:**

Links to online resources and lists of items to consider for building community online will be provided to participants.



