

# 2013 IG FINAL REPORT

## Educational Studies

### GTA Boot Camp for Online Teaching



This project produced two versions of a 5-day online training program to prepare Graduate Teaching Assistants with immediate basic skills needed to teach online. Individual and interactive elements of the course were built to assess their readiness and improve skills in planning, managing, facilitating, and assessing learner performance in an online environment. An OSU/Carmen and iTunes U version of the boot camp were developed in order to maximize both the local experience of the course and its reach.

The project produced an e-book to provide guidance, video clips to share teaching tips from experienced GTAs, and challenges to simulate the feel of the online classroom.

A pilot version was tested Fall Semester 1, 2013, with 31 participants; and a revised pilot was fielded Spring Semester 1, 2014, with 21 participants. Both camps had faculty, staff, and student participants. Units participating include the College of Medicine, College of Arts and Sciences, College of Engineering, College of Education and Human Ecology, College of Food, Agricultural and Environmental Sciences, John Glenn School of Public Affairs, College of Veterinary Medicine, and graduate non-degree students.

# Executive Summary

## Goals

GTAs are sometimes assigned to teach online without experience or sufficient training. This project set out to develop a 5-day online course (a "boot camp") to provide such instructors with a basic set of skills required to teach online. We also set out to improve new instructors' attitudes about online teaching. The project goal was to build the course and pilot one section.

## Outcomes

We built the course on two platforms and piloted two sections. Course materials included a e-textbook, online videos featuring experienced online teachers, activities and challenges designed to simulate the feel of online teaching, and "sandbox" course environments where students could experiment with tools. One version of the course was built in Carmen for OSU students to enroll for credit, and another version in iTunesU makes the material available to anyone. The course has been offered twice to OSU GTAs for credit.

## Process Analysis

The project met the deadlines and all materials were ready for the launch of the camp due to the support and guidance from ODEE team members. We received support from OSU departmental graduate student coordinators as well as departmental instructional support staff who help promote the camp to prospective students. Meetings held with ODEE staff provided the guidance necessary for this team to meet projected launch dates.

## What We Learned, in a Sentence

We learned how important having a knowledgeable support team is in launching a multi-media learning experience that includes e-books, video clips, and interactive forms. The success of a project depends upon sustained coordination and a collaborative working environment.

## 5 Talking Points

1. A self-directed and self-paced training program for new instructors can and does improve feelings of confidence and skill in teaching an online class.
2. Support from all levels of the college and university is necessary to build a campus-wide online learning experience, such as having an instructional design team to help develop materials.
3. Developing a multimedia mobile and desktop learning system requires time equivalent to teaching at least two semester courses.
4. Online instruction will not improve beyond merely using technology unless training is required before an instructor teaches on line.
5. Good luck and previous face-to-face teaching do not make for excellence in online teaching.

# Project Committee

## Educational Studies

### Lead

- **David Stein** <stein.1@osu.edu>, Project Developer, Writer, and Coordinator
- **Constance Wanstreet** <wanstreet.2@osu.edu>, Project Developer, Writer, and Coordinator

### Team

- **Lynn Trinko** <trinko.1@osu.edu>, Director of Educational Technology, EHE

## Task-Specific Team Members

- **Alexander Everett** <Everett.63@osu.edu>, Videographer
- **Karen Diaz** <diaz.28@osu.edu>, Associate Professor, University Libraries
- **Brian Leaf** <leaf.7@osu.edu>, Instructional Designer, University Libraries

## Office of Distance Education and eLearning (ODEE)

### ODEE Project Lead

- **Henry Griffy** <griffy.2@osu.edu>, Grants Coordinator, ODEE Digital Scholarship

### ODEE Constituents

- **Robert Griffiths** <griffiths.44@osu.edu>, Director, ODEE Digital Scholarship and Development
- **Tom Evans** <evans.1517@osu.edu>, ODEE Open Courses Coordinator

# Project Goals and Objectives

## Overview

This project was designed to improve the undergraduate experience by improving the teaching of those who interact with them. GTAs and faculty are not consistently trained to instruct online even though they may be assigned to online or blended courses. This is a crucial gap in GTA training because the asynchronous online environment differs from a physical classroom in many ways, including space and time considerations. Not all faculty and GTAs have the technical skills nor know how to coordinate those skills into effective teaching practices.

We have not been able to locate a program that reflects Ohio State's culture and meets the needs of instructors who have been given a mandate to teach online in the near future. The College of Education and Human Ecology currently offers a full-semester graduate-level course in online teaching. Not all GTAs assigned to teach online are able to enroll in that course, so they sometimes undertake online teaching with no formal training. A less comprehensive course, offered before their online teaching assignments begin, was needed to allow these GTAs to gain the basic necessary knowledge and skills. If proven successful, this approach may be scaled so all instructors at Ohio State and beyond may learn effective online instruction strategies.

## Goals achieved

- **Improve GTA knowledge and skills in applying five basic teaching elements related to tools, participants, social practices, learning community, and outcomes in an electronic learning environment. This goal was supported with the following objectives:**
  - *Tools:* Demonstrate the ability to facilitate a course using the tools built into the GTA's Carmen course.
    - *Participants created course announcements, discussion board items, and developed welcome letters.*
  - *Participants:* Articulate the roles of faculty and students in the learning process.
    - *Participants developed time management and communication plans, composed a welcome and expectations message, and provided students with guidance on how navigate and learn in an online course.*
  - *Social Practices:* Identify the different types of interaction, when they are appropriate, and how to facilitate them to promote learning
    - *Participants developed spaces in a Carmen shell showing different types of interaction.*
  - *Learning Community:* Identify the different ways to engage, including articulating the differences between collaborative, cooperative, and individual knowledge acquisition.
    - *Participants developed lesson plans showing different ways to engage students depending upon the nature of the content and the level of student knowledge.*
  - *Outcome:* Demonstrate proficiency in facilitating various parts of an online or blended course.
    - *We modified this factor to include the design of assessment and how to provide feedback.*
- **Design an assessment tool to show changes in participant skill levels and attitudes.**
  - *Two tools were completed and implemented during the Fall pilot: the Beginning Online Instructor Competency Questionnaire and the Attitudes Toward Online Instruction Questionnaire. We are still assessing the data.*
- **Convert current Word text to a platform-agnostic e-text format, such as ePub2 or ePub3.**
  - *In addition, we created PDF files for placement in the Carmen course.*
- **Create a visual badge system consisting of five badges and a certificate to be downloaded or otherwise delivered upon successful course completion.**
  - *Cindy Gray and the communications team led this initiative*
- **Determine the appropriate mix of the Carmen and iTunes U platforms for course delivery and develop a visual identity.**
  - *We created the course on two platforms (iTunes U and Carmen) and we are continuing to expand and refine the Carmen platform. We created a visual identity around the idea of a camp. We created different places for*

*participants to interact as if they were in a camp; i.e., the camp commons. iTunesU was successful due to the assistance of Cory Tressler and our team's participation in the Apple iTunes U Sessions held in Chicago and funded by the College of Education and Human Ecology.*

- **Design appropriate materials to promote the boot camp to the GTAs and meet with the graduate coordinators of the 10 largest departments on campus.**
  - *We designed promotional electronic fliers that were distributed to as many graduate coordinators as we could identify. We focused on the larger departments. We sent or left messages for at least ten contact persons. We met in person with at least five graduate coordinators.*

## Goals partially achieved

- **Produce 10 videos (two per module). One video in each module is content related, and one is related to stories about the content in action.**
  - *We produced nine videos; however, some modules did not have two video presentations. The video clips were designed to have experienced GTAs provide advice and talk about their experiences.*
- **Select appropriate journals in which to publish articles.**
  - *We have selected one potential journal and are identifying others in which to publish our work.*

## Goals not achieved

- **There were no goals not achieved.**

## Goals not actively pursued

- **There were no goals not actively pursued.**

# Project Implementation

## Students affected by pilot

The Fall 2013 pilot affected 31 participants, and the revised Spring 2014 course affected 21 participants. More than 1,000 learners accessed the iTunes U version.

In addition to the enrolled graduate students, hundreds of OSU undergraduates will be indirectly impacted, as the GTAs encounter them in online courses. Comments from participants indicating how the knowledge and skills presented during boot would or is influencing their practice. All participants mentioned that they now have the confidence and the tools to create more engaging and more productive online learning environments. A comment from one participant well illustrates the immediate impact of the camp on her students: "I actually created spaces for student-teacher and student-student interactions through discussion boards for the classroom meeting class I am teaching this semester." And "...even included an online discussion in my course this term when we missed class a few weeks ago. That is something I would have never done before beginning boot camp."

## Approximate time spent by department faculty and staff on the project

TEAM MEMBER	HOURS
David Stein	320
Constance Wanstreet	240
Alex Everett	80
Lynn Trinko	10
Karen Diaz	2
Brian Leaf	2
<b>Total</b>	<b>654</b>

## Approximate total cost (not including ODEE staff time)

RESOURCES	COST
David Stein	15,575
Constance Wanstreet	10,000
Lynn Trinko	500
Alex Everett	5,000
<b>Total</b>	<b>31,075</b>

## Project Implementation Process/Timeline

MILESTONE/DELIVERABLE	TARGET	ACTUAL
CHARTER/PLANNING MILESTONES		
Charter complete	2/28/13	May
IRB MILESTONES		
All team members (listed on application) have completed CITI and COI training		May
Create request for SIS data (if applicable)		N/A
Complete all surveys for assessment	5/1/13	May
IRB Application submitted	5/3/13	Approved in September
PREPARATION/TRAINING MILESTONES		
Module 1 Designed (1-2pp. abstract/outline)	Fri 3/8/2013	March
Module 1 Textbook Complete	Fri 3/15/2013	April
Module 1 Video Planning Complete (Storyboard,	Fri 3/22/2013	May

Script, etc.)		
Write-up of LMS Choices	Fri 3/22/2013	March
Module 1 Video Production Done (ready for further processing by EHE Tech)	Fri 3/29/2013	July
ES Team Work on Module 1 Complete	Fri 3/29/2013	July
Module 2 Designed (1-2pp. abstract/outline)	Fri 4/5/2013	March
Final LMS Decisions/Plan	Fri 4/5/2013	April
Module 2 Textbook	Fri 4/12/2013	April
Module 1 Video Post-production by EHE Tech Complete	Fri 4/12/2013	July
Module 2 Video Planning (storyboard, script)	Fri 4/19/2013	May
Visual Identity Developed	Fri 4/26/2013	June
Module 2 Video Production	Fri 4/26/2013	July
ES Team Work on Module 2 Complete	Tue 4/30/2013	July
Module 3 Designed (1-2pp. abstract/outline)	Fri 5/3/2013	March
Module 3 Textbook	Fri 5/10/2013	April
Module 2 Video Post-production by EHE Tech Complete	Fri 5/10/2013	July
Module 3 Video Planning (storyboard, script)	Fri 5/17/2013	June
Module 3 Video Production	Fri 5/24/2013	July
ES Team Work on Module 3 Complete	Fri 5/31/2013	July
Module 4 Designed (1-2pp. abstract/outline)	Fri 6/7/2013	March

Module 4 Textbook	Fri 6/14/2013	May
Module 3 Video Post-production by EHE Tech Complete	Fri 6/14/2013	July
Module 4 Video Planning (storyboard, script)	Fri 6/21/2013	June
ES Team Work on Module 4 Complete	Fri 6/28/2013	July
Module 4 Video Production	Fri 6/28/2013	July
Module 5 Designed (1-2pp. abstract/outline)	Fri 7/5/2013	March
Module 5 Textbook	Fri 7/12/2013	May
Module 4 Video Post-production by EHE Tech Complete	Fri 7/12/2013	July
Module 5 Video Planning (storyboard, script)	Fri 7/19/2013	June
Module 5 Video Production	Fri 7/26/2013	July
ES Team Work on Module 5 Complete	Mon 7/29/2013	July
Surveys Ready for Students	Wed 7/31/2013	July
Module 5 Video Post-production by EHE Tech Complete	Fri 8/2/2013	July
<b>PILOT/IMPLEMENTATION MILESTONES</b>		
Course Pilot	Mon 8/5/2013 - Sat 8/10/2013  or  Mon 8/12/2013 - Sat 8/17/2013	August – December
FIRST DAY OF CLASSES	8/21/2013	N/A

GTA Focus Group	Tue 9/3/2013	September
List of Possible Partners for 2nd Iteration (from UCAT, elsewhere) created	Fri 9/6/2013	September
Partners(s) for 2nd Iteration Chosen	Fri 9/27/2013	September
LAST DAY OF CLASSES	12/3/2013	N/A
Red Tape/Departmental Needs for 2nd Iteration Known; solutions planned	Fri 11/1/2013	October
Post-teaching GTA Focus Group	Fri 11/22/2013	December
Course Revised for 2nd Iteration	Fri 12/6/2013	December
Possible 2nd Iteration	Mon 12/16/2013 - Sat 12/21/2013	January 2014
PHASE-OUT MILESTONES		
Final Report	Dec.-Jan.	February
Final Report Due	1/24/14	2/10/14
Phase-out agreement		
Prepare at least one conference proposal	12/15/2013	December
Draft Journal article	12/31/2013	In progress

## Relation of Charter Timeline to Project Timeline

We rolled out the pilot on Aug. 12 per the timeline. There were three significant departures from the original timeline, none of which had material impact on project success.

- A major departure from the target date was the video production portion of the project. It was a more efficient use of the videographer's time to tape all of the videos during the same block of time rather than spread them out as originally planned.
- In addition, the e-book became the primary source of content rather than the videos, so we put more time into developing the book up front than we originally planned.
- Adding the Carmen platform was the final departure from the original timeline.

# Project Assessment

## Outcome summary

Student comments show how well we achieved the outcomes of the pilot:

*"The Boot Camp was extremely helpful in helping me understand the experience of students in an online course . . . and my experience as a student enhances my desire to reach my students and make sure that they feel connected to me and engaged in the course. I think this course equipped me with the tools to do that with my students, which is very exciting."*

*"Essentially, the Boot Camp has significantly contributed to my understanding of online teaching by providing me with theories to understand practices used in online teaching, examples of online teaching practices, opportunities to practice online teaching, and valuable feedback to refine my understanding of online teaching."*

*"The course used such a practical approach. It was very hands-on! I loved the meta-educational moments that came up, too. We not only learned why something is important to do, but we experienced it first-hand and then applied it as we tried to do the same for our own course."*

*"This online course opened up new tools and concepts. Whereas before, I felt that online learning could not be a social activity, I now know that you can creatively integrate tools to bring in social interaction. This online course also gave me ideas for providing material and concepts in different ways."*

*"The course does a great start-up job. By this, I mean that you learn a great deal about the fundamentals of online teaching at the beginning of a course, which is the purpose of the course, so great job!"*

*"I felt that experiencing an online class was probably the best way to prepare for teaching one. I believe that I had many of the same concerns and issues that my students will have. Now I can have more confidence in the successes my students will have and more confidence in answering their questions."*

## Overview of Assessment Plan and Methods

Our assessment plan focused on these four aspects of the project:

1. Produce an online, self-paced, asynchronous workshop ready for implementation in accordance with Quality Matters, copyright requirements, and accessibility standards that can be completed within 20 hours.
2. Improve GTA knowledge (cognition), skills (facility with tools), and attitudes related to teaching in an online environment.

3. Pilot test and implement the workshop for GTAs in the College of Education and Human Ecology.
4. Result in refinements for the next iteration of the boot camp based on the pilot.

To assess success, data from five sources was collected for analysis:

1. Data gathered included learner satisfaction with the course design and conduct;
2. Statements indicating changes in instructional skills and attitudes toward online learning;
3. Student completion rates and time to completion;
4. Student perceptions of needed revisions to improve course effectiveness and efficiency
5. Data was collected from reflection statements and from metrics available from Carmen statistics. We were interested in the user experience as the rationale for collecting the data.

## Highlights from Assessments

50 percent of participants taking the course completed with the seven week time frame. 91 percent completed the course by the 14h week of the semester.

Participants completed the course according to their own schedule and followed a chronological sequence to completion indicating that learner control over the learning environment is as effective as instructor control over the course content sequence and pacing.

Learner to Learner interactions were minimal but this did not seem to interfere with satisfaction with the overall learning environment. Coach comments on assignments were seen as valuable and appreciated.

The online boot camp made a measurable difference in the confidence that students feel about teaching online. As one student wrote, "I know significantly more about online teaching than what I knew before. I now understand not only the challenges to online teaching, but how to overcome them. I loved creating my own syllabus and assessments, and submitting them for others to critique. This is a very well-designed and organized course. I also think it is great for an online teacher to first experience being an online learner. All future online instructors should take some version of this course".

Suggestions for revisions were offered, including more guidance on web browsers, more information on tools, ways to handle conflict in an online class, more feedback on assignments, and examples of how to work in the instructor shell.

Our greatest attitude changes on the part of the GTAs related to social presence:

- 75% increased the degree to which they agreed that they can get to know their students as well online as they do in person
- 67% increased the degree to which they agreed that they can connect well with their students

We also had gains in teaching presence:

- 54% increased the degree to which they agreed that they can help students solve learning problems online and that good tools are in place to assess the quality of student learning online
- 50% of the GTAs increased their comfort level with the idea of teaching online

## Details from Assessments

I quote extensively from a learner who addresses the outcomes of the boot camp. The comment shows the change in attitude toward online learning, an increase in feeling confident to begin teaching online and some continuing doubts about subject matter appropriate for teaching online. Note that the degree of skepticism has been reduced by the experience of boot camp.

.... I began this boot camp with a lot of skepticism towards being able to teach online, as well as that it would be possible to develop the same sort of meaningful relationships with my students online. Through the readings, activities, and the videos from experienced online instructors, I have a better sense of the opportunities of online teaching, whereas before I saw mostly limitations. I have gained comfort with the prospect of teaching a course online, and as mentioned in my reflections for days 3 and 4 even included an online discussion in my course this term when we missed class a few weeks ago. That is something I would have never done before beginning boot camp.

I enrolled in this course because I recognize how much online teaching is becoming a part of our education system, and I hope to pursue a career in education. Boot camp has given me a great deal of conceptual knowledge, as well as the opportunity to begin developing experiential knowledge, on how to execute an online course. I'm still not 100% comfortable with it, but that is merely because I have yet to teach a fully online course....I cannot think of any real concerns right now, though I am sure that when I enter my first true online teaching endeavor I will immediately. I am hesitant to say that everything can be taught online as well as in the classroom. I teach a lot of public speaking, and that is one area where I think an online medium is more difficult to work with. However, I can see it being possible through some creative development and outside support (so students can practice speaking in front of real individuals--maybe through a synchronous video class every so often?). I am not convinced though that it would be as good as a physical classroom experience.

The pilot did show us concerns that might be addressed in the full-semester version of our teaching online course. The boot camp did raise issues such as dealing with large class size and

the use of the discussion board, building community through student interactions, grading in teams. While this experience did not address these issues, participants are now more aware of online teaching skills that need to be further developed.

## Experience of Teaching with Learning Technology

### Survey

Please indicate how strongly you agree or disagree with the following statements:

1. The use of technology improved student learning in my course.

**Agree**

2. The use of instructional technology improved my teaching.

**Agree**

3. My students had the technology skills needed to succeed in my courses.

**Agree**

4. My students had adequate access to hardware and software.

**Agree**

5. There was adequate network access for all on-campus activities.

**Agree**

6. I spent too much class time teaching technology to my students.

**Disagree**

7. Additional comments or feedback

### Effect of Learning Technologies on Instruction

Our teaching has changed significantly because we have learned how to incorporate more technological tools into our courses, including e-books, i-books, Google forms, jotforms, testmoz assessments, and the iTunes U platform, which was not previously available to us.

## **Effect of Learning Technologies on Learning Outcomes**

Our learners have a greater appreciation of what they can do with an LMS, including how to create spaces to promote particular learning activities and how to build interaction into their courses.

### **Best examples of effect of technology on teaching**

The Carmen practice shells set up for each of our learners simulated an authentic online teaching environment. Some of the participants were skeptical of teaching online or not sure that students in their discipline could learn online. Here is a comment from a participant who was very unsure of the online environment upon entering boot camp

"I began this boot camp with a lot of skepticism towards being able to teach online, as well as that it would be possible to develop the same sort of meaningful relationships with my students online. Through the readings, activities, and the videos from experienced online instructors, I have a better sense of the opportunities of online teaching, whereas before I saw mostly limitations. I have gained comfort with the prospect of teaching a course online."

### **Challenges**

Making the e-book accessible through Carmen was a challenge and ultimately required producing and uploading PDFs of each chapter. In that regard, making edits to the e-book will require producing new PDFs for each affected chapter.

A second challenge is sending the certificates out in a timely way. We don't have an automated way to trigger when someone has completed each module and earned a badge for his/her certificate. It remains a labor-intensive process.

### **Assessment of Assessment Plan**

In general, the data we gathered successfully answered our questions about the project. Data about students' progress through the completed course provided feedback about the success of its basic design. Surveys and other feedback from students provided feedback about the quality of materials and students' experience.

We did not initially include many opportunities for reflection. In the second iteration of the course, we added more reflections, which gave learners the opportunity to reinforce their skills over time and share their insights with others in the course.

In the first version, we asked learners to upload screen prints of the interaction spaces they built in their Carmen shells to the dropbox where only the instructors and coaches could see them. We have since created the Arts & Crafts Shack where students can post their screen prints for others to see. Using the LMS in this way helps create more learner-learner interaction.

## **Experience of Tech-enhanced Teaching**

This experience provided us with access to technologies we hadn't previously used in our online and blended courses, which was invigorating. We engaged students in different ways through different types of forms available through GoogleDocs, jotforms, and testmoz. Some students had difficulty using our cloud-based forms, so we converted some of the electronic forms into Word documents. We are currently preparing to convert them into Qualtrics forms to take advantage of the university's partnership with that vendor.

## **Moving Forward**

We successfully used former learners as peer coaches, and will continue that practice going forward. Specifically, Educational Services offers a minor, or endorsement, in teaching with technology, which contains a practicum in educational technology. Completing the boot camp will fulfill the practicum requirement. Those who complete the boot camp will have the opportunity to refine their skills by serving as coaches for subsequent boot camp learners.

The course has been approved by the college curriculum committee as a regular offering. We continually revise the course based on learner feedback.

# Impact Grant Experience

## Survey

Please indicate how strongly you agree or disagree with the following statements:

1. I am satisfied with the communication I received from the ODEE staff.

**Strongly Agree**

2. I am satisfied with the grant project contributions I received from the ODEE staff.

**Strongly Agree**

3. I have learned the skills necessary to continue related work on my own.

**Agree**

4. I found the ODEE staff approachable.

**Strongly Agree**

5. The lessons learned during this pilot will guide future course design.

**Strongly Agree**

6. Additional comments or feedback

## Reflections on the grant process—what went well

Our partnership with ODEE on our visual identity, e-book design and preparation, and course production on iTunes U and Carmen was very productive. The Idea Labs were helpful, and listing out-of-scope activities in the charter served as a reminder of what we intend to accomplish later.

## Reflections on the grant process—what did not go well

The charter kept us focused on what we needed to accomplish. However, format revisions, rather than revisions related to the substance of our project, bogged us down until about June.

## Key lessons learned

Don't be so tied to one approach that you can't see another way of accomplishing the task.

## **Suggestions for future recipients**

Have a cohesive team at the start of the project and be open to change.

## **Three words to describe working with the ODEE Team**

1. Energetic
2. Knowledgeable
3. Creative

## **Ah-ha moment of the grant process**

Being able to conceptualize the iTunes U layout and how the course would work on that platform was a clarifying moment. In addition, determining that the e-book should be the primary source of content and the videos supplemental broke through a mental logjam we had about the course design.

# Department Chair Statement of Impact



College of Education and Human Ecology

Department of Educational Studies

121 Ramseyer Hall  
29 West Woodruff Avenue  
Columbus, OH 43210-1177

614-688-5721 Phone  
614-292-3415 Fax

<http://ehe.osu.edu/educational-studies>

February 7, 2014

Dr. David Stein  
A486 PAES  
CAMPUS

Dear Dr. Stein:

Congratulations on your recent ODEE impact grant. I am very pleased that you received this grant; the results of your work already have had an important impact on a number of valued outcomes that are benefiting the Department of Educational Studies, the College of Education and Human Ecology, and The Ohio State University.

As you know, our college and department are engaged this year in writing new five-year strategic plans. Both our departmental plan and the college plan call for greater involvement of faculty and staff in developing and providing online courses. The online teaching "bootcamp" that you have created will greatly help us to address this need. I have heard many faculty tell me that they would like to engage in more online teaching, but that there aren't good training sources readily available; your work in this area makes a huge contribution to our needs for faculty and staff development.

I also know that plans have begun to use the bootcamp as a statewide resource for K-12 classroom teachers, through the Ohio Resource Center. This is a wonderful service to the state; as schools are using these technologies more, this resource will prove to be invaluable to public school teachers in Ohio and beyond.

Finally, I would like to congratulate you on developing an ITUNES version of the bootcamp. I have learned that it is already available and has had a few hundred users since it was launched. This is a wonderful resource that can reach educators worldwide.

Your work in the area of instructional technology developing is invaluable to our long-term goals, and the funds provided by the ODEE Impact Grant have had a wonderful impact both locally and beyond. Please let me know how I can continue to support your work in this area.

Sincerely,

Handwritten signature of Eric M. Anderman.

Eric M. Anderman  
Chair, Department of Educational Studies



Office of  
**Distance Education  
and eLearning**

# By ODEE Team

## Goals and objectives pre and post relation/connection

The project went well. The Selection Committee chose this project as an obvious opportunity to fill an important gap in the preparation of OSU instructors to participate in online education. The team completed the work in a timely manner and with only a few hiccups, changes of course. There now exists a one-credit, just-in-time course for instructors to gain basic skills needed to serve as an online (or hybrid) instructor. Departures from the original plan were minor, mostly chosen, and not disruptive.

## Number and roles of ODEE individuals involved in the grant project

Five ODEE staff played significant roles in this project.

- Henry Griffy, Grants Coordinator, was project lead for ODEE. He convened regular standing meetings, facilitated the planning and implementation of the project, and coordinated the participation of relevant experts when needed.
- Tom Evans, Open Courses Coordinator, was working in Grants support during the early phases of this project and played a crucial role in initial planning, as well as an ongoing consulting role for media production.
- Cindy Gray, Communications, provided design work and consultation for the project, helping to conceptualize and implement the "Boot Camp" theme. She created a visual lexicon to be used for course icons and badges, as well as building an Adobe AfterEffects animation that was used as the introduction for each video.
- Cory Tressler, Digital First, provided support for the creation and configuration of the iTunesU course platform.
- Robert Griffiths, Director, Digital Scholarship, consulted on the project at crucial moments.

It is worth noting that the availability of several "self-service" interfaces for Carmen services reduced the number of ODEE hours required to complete this project.

## **Approximate number of ODEE people-hours spent on the grant project**

TEAM MEMBER	HOURS
<b>Total</b>	<b>150</b>

### **Reflection of what aspects of the grant process, procedures, and collaboration worked at or above expectations.**

The team brought long experience with online learning. The College of Education and Human Ecology provided extensive support for the project, including both administrative and technical resources. The team was highly motivated and self-directing. In combination, the project thrived because an established team was able to use the additional resources and impetus of the Impact Grant to execute a long-standing plan.

### **Reflection of what aspects of the grant process, procedures, and collaboration were below expectations.**

Communication could sometimes have been more timely. The flipside of a well-organized, self-motivating team is that they will likely place greater emphasis on executing the work than communicating about it. In this case, there were no major disruptions due to delayed communication but there were occasional surprises that required follow-up, such as the decision to expand scope to include iTunesU delivery as a second platform.

Another factor that affected this project was the re-organization of several units to create ODEE, including the re-assignment of the original project lead to oversee other initiatives. Effective teamwork enabled us to mitigate the effect of these changes on the project.

### **Three words to describe working with the recipients.**

1. Knowledgeable
2. Prepared
3. Independent

## **Describe an "ah-ha" moment during the grant project.**

The second design planning session with David, Connie, and Cindy was a breakthrough for me, because it required thinking about all the material elements of the course and their relationships to each other. The design work also provided occasion to think about the course in an aesthetic, rather than merely instrumental, way.

A close second was the moment when I realized that graduate students who were working on other Impact Grant projects were enrolling in this bootcamp.

## **Changes to our processes from this grant experience**

The successful collaboration with EHE Tech provides incentive to further develop collaborations with college and department IT teams where possible.

The benefit of working with instructors with long experience in elearning and a clear vision for their next steps motivate steering future Selection Committees in that direction.

It is important that various ODEE units working with a given faculty communicate with each other.