



Online Teaching Academy
Mastering Online Teaching
in Business Education
Six-week blended programme

- Start -
16 October

- F2F Workshop -
4-6 November 2019

- End -
27 November

HOSTED BY  **POLITECNICO**
MILANO 1863
SCHOOL OF MANAGEMENT

EFMD
GLOBAL
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IN COOPERATION WITH
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Business School

ONLINE TEACHING ACADEMY

Mastering Online Teaching in Business Education

Brought to you by the EOCCS Community and EFMD GN Professional Development

TARGET GROUP

- Faculty and early-career researchers with no experience in online learning or teaching who are interested in finding out more about this teaching format.
- Faculty with some experience of teaching blended or online modules within management education who are seeking to expand their understanding of effective online teaching practices and explore new techniques and trends.
- Teaching & Learning Executives and Learning Designers overseeing a business school's transition to online teaching.

Participants that complete all mandatory parts of the course will be **EFMD Certified Online Facilitators**.

LEARNING OUTCOMES

By the end of this course, participants will be able to:

Knowledge:

- Articulate the advantages of online education to support student's academic and professional development.
- Compare and contrast different models of online and blended learning, drawing on practical experience.
- Identify the key challenges in online and blended learning and discuss strategies for potential solutions as well as identify tools that can be used to face these challenges.
- Reflect on how to use learning analytics to gather insights into learner behaviour.

Skills:

- Design a blended or an online learning experience (e.g. a course) based on sound learning-design principles, best practices and trends.
- Create rich and holistic interactive experiences to engage students and enhance learning
- Apply different methods and tools to support online learners.

- Develop (and maintain) a dynamic online community and support peer-to-peer interactions.
- Design formative and summative assessments using a range of technology and tools suitable for online learning.
- Design and deliver effective synchronous learning sessions.

TOPICS COVERED IN THE COURSE

- What is Online Learning? What is Blended Learning?
 - Online Learners & online facilitation (the professor and instructors role, e-tutors materials, infrastructure/ learning systems)
 - Online teaching methods (from MOOCs to blended learning)
- Different online learnings models, for participants to see differences as well as develop a criteria to analyse and define pros & cons:
 - Self-paced online learning
 - Self-paced online learning with a-synchronous & synchronous interactions
 - Online learning based on synchronous interactions.
- Course design:
 - Online learning design
 - A learner-centric approach
 - Collaborative learning online
 - Designing holistic sequences of activities with the goal of engaging students in their own and their peers' learning
 - Including practical experiences/examples in online learning.
- Teaching, learning and assessment (constructive alignment)
- Feedback and types of assessments: Machine graded assignments, peer graded assignments and assignments evaluated by instructors.
- Learners' expectations and online learning experience.
- Learning Analytics in online and blended learning.
- Technology available and tools to test. Important decisions on technological aspects and potential benefits for learning.

STRUCTURE

Effort required: equivalent to a five-day face-to-face program (40 hours)

The learning experience will be flexible as in blended and online learning. The program consists of **three consecutive periods**.

- 1)** Online period (*Estimated time: 12 hours over a 2-week period – approx. 6 hours of dedication / week*)
- 2)** Face-to-face period (*2.5 days – approx. 16 hours*)
- 3)** Online and practical phase (*12 hours over a 3-week period – 5 hours / per first 2weeks & 90mins video conference on 3rd week*)

ONLINE PERIOD # 1*2 weeks online**Dedication: 12 hours (Approximately 6 hours / week)*

During these two weeks' participants will have a videoconference, discussions forums, a case discussion, some short videos, readings and machine graded assignments. Participants will take part in building a learning community online with their peers and instructors.

Week 1:

- What is Online Learning and its benefits?
 - Online Learners
 - Benefits, potential
 - Online teaching methods (from MOOCs, to blended learning)
 - Online facilitation (teacher role, e-tutors materials, infrastructure/ learning systems).
- What is Blended Learning?
 - Face-to-face vs. Online
 - Choosing the right balance: what to teach online and what to teach face-to-face
 - How the two parts interact with each other
- Challenges in designing a blended program.
 - How to start?
 - Building a learning community online
 - Ice breaker activities
 - Benefits from helping each other
 - Using chats and forums for discussion.

Week 2:

- Introduction to course design.
 - Defining the pedagogical approach: Skills vs knowledge vs behaviour
 - Constructive alignment: Devising an outcome-based curriculum (set up a learning environment that engages students in learning activities and assessments appropriate to achieving intended learning outcomes.)
 - Learning design principles: Segmentation, active learning, experiential learning, storytelling, regular feedback, relationships and trust.
 - How do we learn?
 - knowing the learner
 - Learning how to learn).
- Choosing the right tools for your course design.
- Reflection on tools and technology used for learning in week 1.
- Group assignment to be presented in f2f period.

FACE-TO-FACE PERIOD*2.5 day-workshop (17 hours)*

- **Day 1: Monday, 4 November**
(4 hours - from 1:00 PM to 5:00 PM)
 - Teaching and learning online
 - Recap from previous online period
 - Understanding your audience: Learners' expectations, perceptions and experience in online learning
 - Challenges: Engagement, retention rate, completion rate, corporate learning and choosing the right technology & tools for learning.

- **Day 2: Tuesday, 5 November**
(8 hours - from 8:30 AM to 5:00 PM)
 - Course design:
 - Defining the pedagogical approach: Skills vs knowledge vs behaviour.
 - Constructive alignment: Devising an outcome-based curriculum (set up a learning environment that engages students in learning activities and assessments appropriate to achieving intended learning outcomes.).
 - Knowing the learner, defining the intended learning outcomes, defining the activities and assessments.
 - Learning design principles: Segmentation, active learning, experiential learning, storytelling, regular feedback, relationships and trust.
 - Converting a face-to-face curriculum to an equivalent online provision.
 - Online Learning design (synchronous and asynchronous).
 - Interaction design and engagement
 - Designing interactivities:
 - Exercises with feedback, reflections, forums, practical activities, immersive activities, multimedia resources, multimedia cases, games, multiplayer simulations, single-player simulations, adding gamification, videos, in-video quizzes, chats
 - Making the activities flow by building them into a holistic experience with the goal of engaging the students in their own and their peers' learning
 - Designing a learning experience: The LMS, the UX, the CX
 - Practices to maximise engagement in online programs
 - Including practical experiences and simulations in online learning
 - Selection of tools available for course and interaction design.

- **Day 3: Wednesday, 6 November**
(5 hours - from 8:30 AM to 13:30 PM)
 - Assessments:
 - Formative and summative
 - Final assignments
 - Project-based and team-based assignments
 - Types of assignments.
 - Feedback:
 - Pre-recorded or just in time?
 - Machine graded
 - Peer feedback, the grading rubric
 - Personalized learning.
 - Learning analytics:
 - The potential of learning analytics
 - Course enhancements, participants' follow-up, predictive algorithms
 - Dashboards & reporting: students, professors, program management and university admins.
 - Selection of tools available for assessment and feedback.

ONLINE PERIOD # 2:

3 weeks online (10 hours)

Week 1 and 2

(Dedication: 5 hours / week)

- Focused on the assignment and on providing peer feedback

Week 3:

- Video conference recap and assessment (1 hr)
- Assessment activity (8 hours):
 - Translate a face-to-face course into an online equivalent
 - Create a new course to be delivered online / blended
 - Peer-reviewed supported by grading rubric
- Video conference for closing and conclusions (1 hr.).

TEACHING AND LEARNING METHODS

The first online learning session (during weeks 1 and 2 of the course) will focus on introducing participants to the core principles and practicalities of designing and delivering online and blended management education. In particular, participants will learn about the fundamentals of online and blended course design, as well as reviewing common challenges and benefits of studying online.

This online segment will include a mixture of introductory materials (videos, webinars, podcasts, text and supplementary resources), group and individual exercises, peer assessments, quizzes case discussions and games designed to actively engage

participants in the learning experience. This will be complemented with an online forum to provide support and help build a dynamic learning community.

In the face to face period we will continue to discuss and develop our understanding of what good learning processes online can be, understanding, designing and including interactivities and learn the concepts and potential of assessments, feedback and learning analytics in the online environment.

The final online period will be practical. Participants will design an online course from an existing curriculum or from scratch. This is a peer-graded assignment.

COURSE ASSESSMENT

The participants fulfil the course aims by:

1. Presenting a reflection on the tools used for online learning during the first online period. Instructors will give feedback for this assignment.
2. Analyzing their online learners' needs and expectations. Group assignment to be presented in face to face period - feedback from instructors and peers.
3. Developing a course plan for a blended or online course from a program or a new course. This is a peer-graded assignment and they will get more feedback from instructors.

COURSE CERTIFICATE

All participants who have participated in the three modules and that do the assignments will receive the **course certificate EFMD award as online facilitators**.

It is required for participants to participate in the discussions in both videoconferences / face to face sessions and forums.