



# Northeastern University

*Online*

**UPCEA**  
**November 7, 2012**



# How to begin?



# Three Models of Development

## OESP

- Faculty of record is SME
- Responsible for the oversight of all course contents
- Can be taught by others
- Online Educational Service Provider (OESP) provides ID, adjuncts, SME, marketing, enrollment services.

## In-House Design

- Faculty of record is SME
- SME has orientation training
- ID takes SME info and creates online course with SME oversight
- Can be taught by others
- University handles all marketing and enrollment services

## Faculty Created

- Faculty of record is SME
- SME completes certification program
- SME develops and delivers course
- Usually not to be taught by others
- ID is used as coach, mentor, and course monitor
- Additional technology training as needed
- University handles all marketing and enrollment services

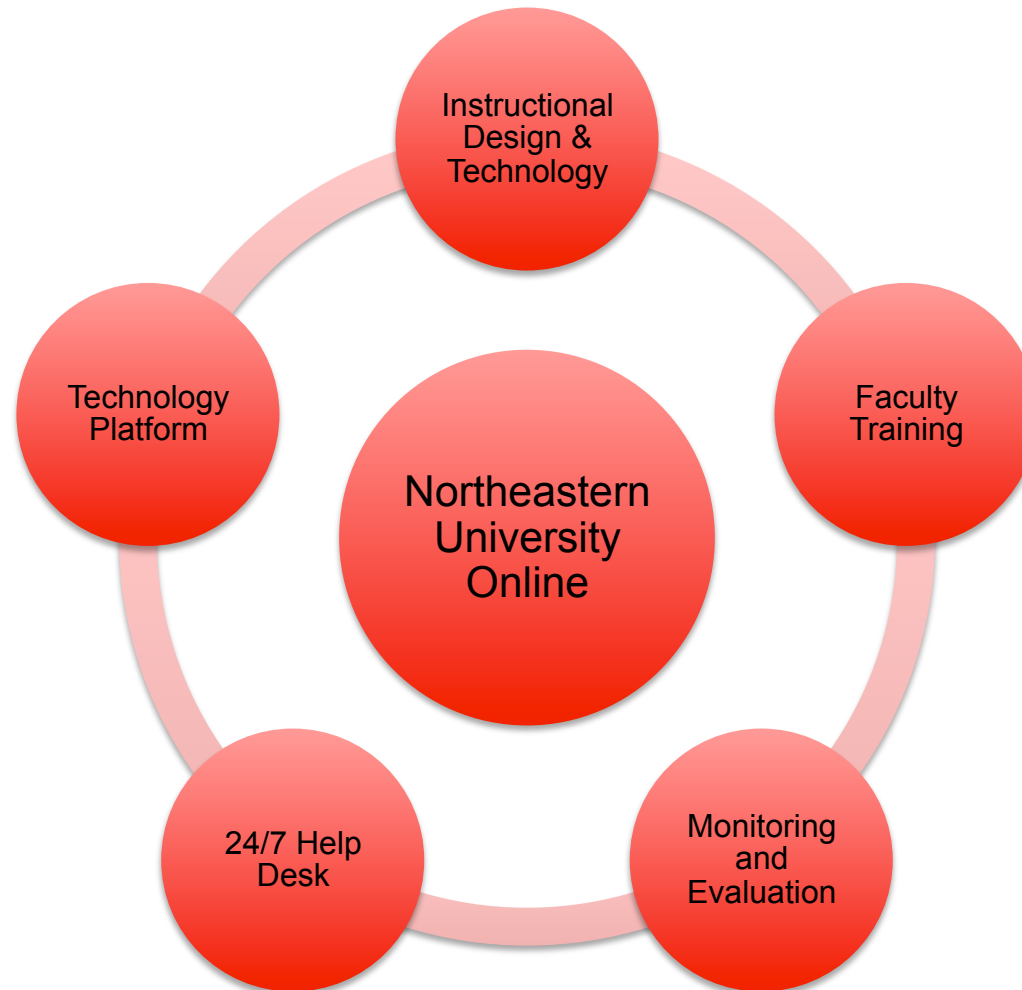


## **Business Strategy**

- Provide multi-tiered services to colleges
- Deliver high-quality market-demand programs
- With outcomes of degree completion and employment (improved or new) for our students

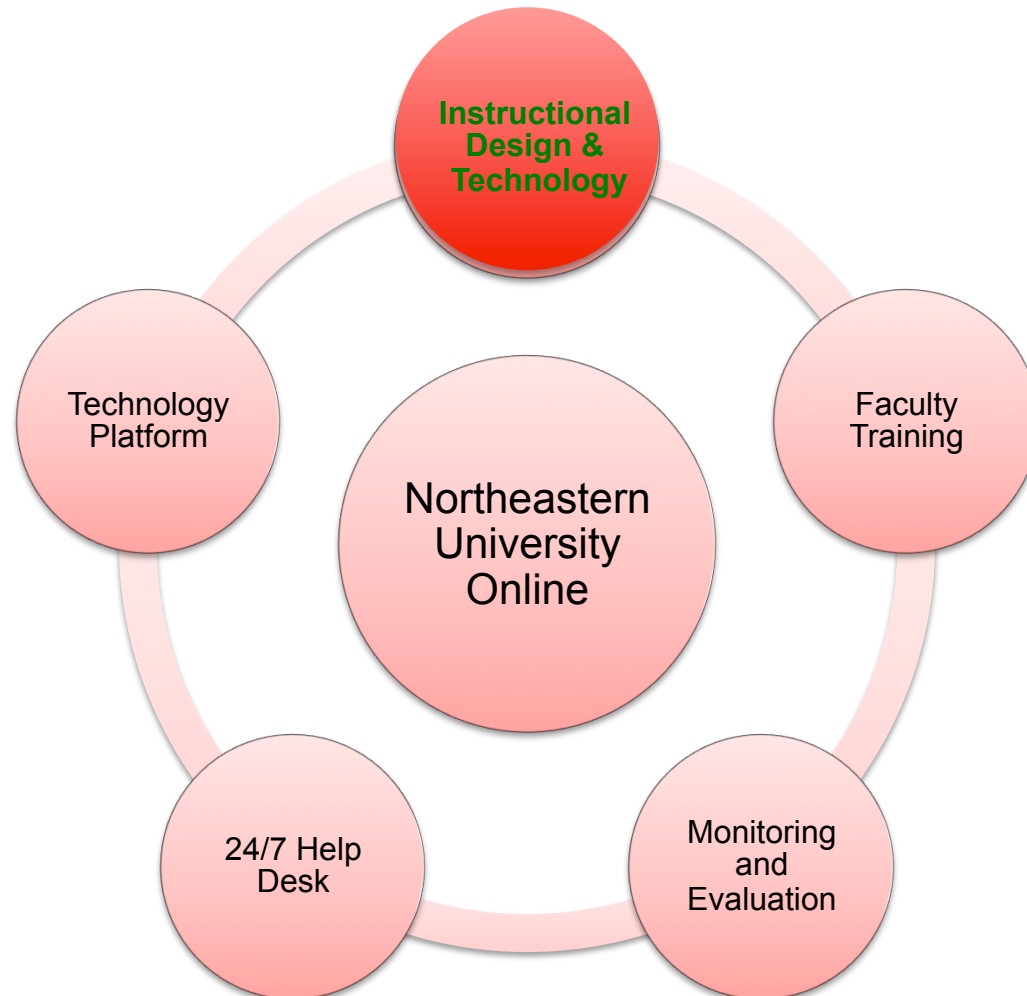


## Services



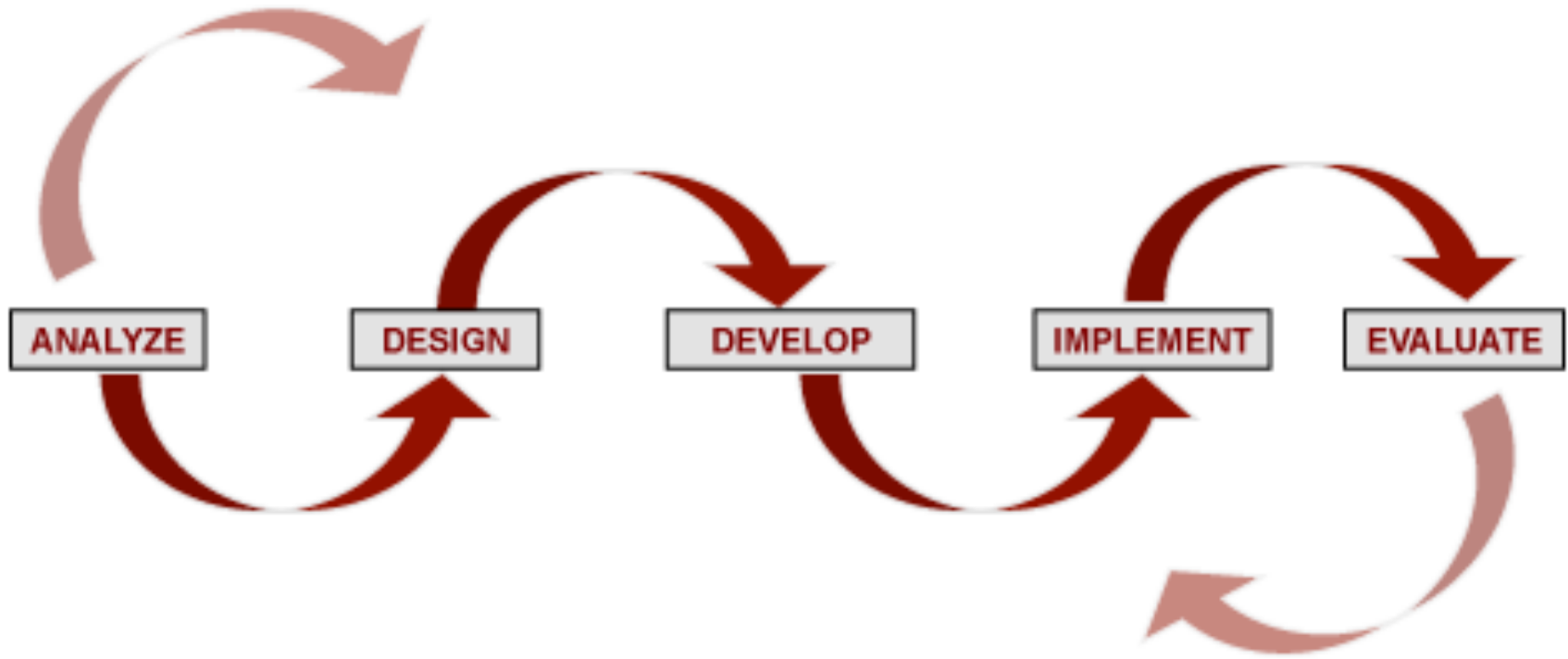


## Services





## Guided Experiential Approach based on the ADDIE Model

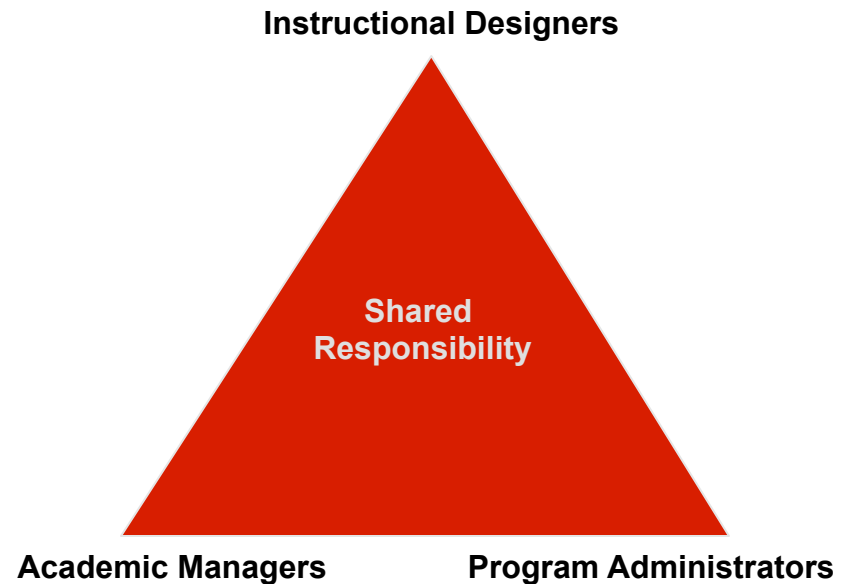




## Instructional Design & Technology

Our instructional designers:

- Act as coaches and mentors
- Deliver mandatory instructor certification training
- Collaborate with academic and administrative staff
- Teach graduate level courses







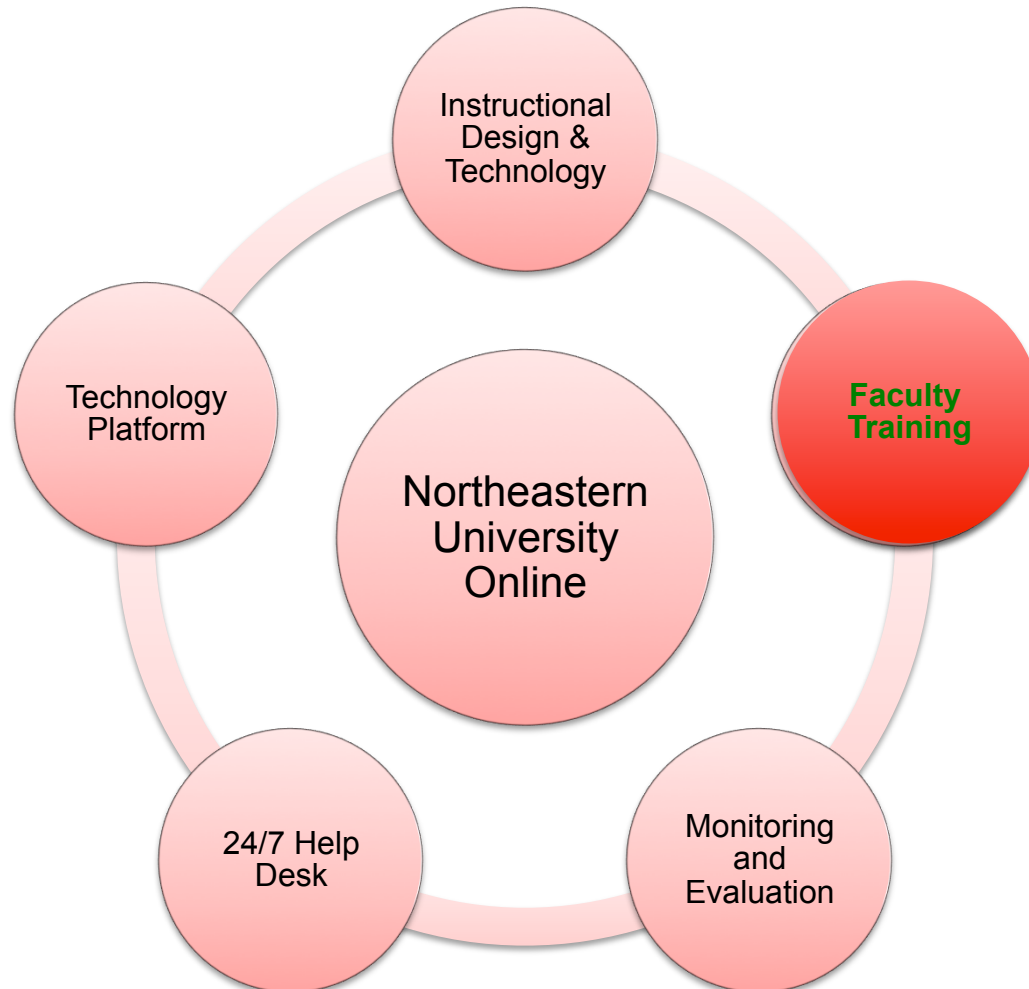
## Course Templates



Template-driven workflow gives students and faculty an intuitive, easy-to-follow method to teach and learn.



## Services





## Comprehensive Faculty Training...

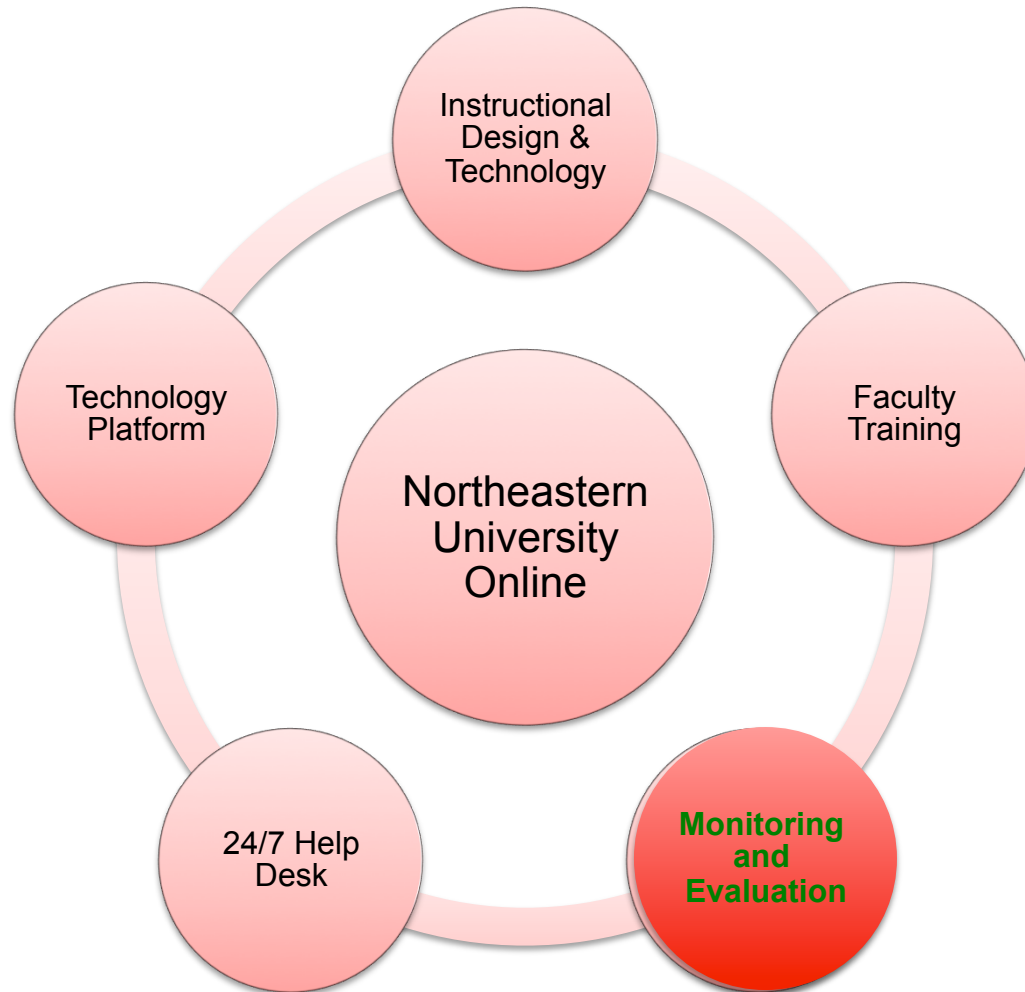
Mandatory two-week online certification program focused on best practices for teaching online

Instructors learn how to be online students before they ever teach an online course...





## Services





## Operational Calendar

Instructional designers provide thoughtful, consistent, and process-driven design and support according to a term based operational calendar.

**Instructional Design Operations Calendar**  
This calendar describes the routine tasks performed by instructional designers each term based on the number of weeks prior to the start of the term and during the term.

**Milestones**

**Online and Hybrid Course Creation in Blackboard:**

- First Reminder to Faculty About Upcoming Term from IDs
- Include Pre-Flight Checklist
- Current Online and Hybrid Course Syllabi from Faculty Due to Divisions
- Second Reminder to Faculty About Upcoming Term from IDs
- Include Pre-Flight Checklist
- Two Weeks of Materials Due by Faculty on Blackboard for All Hybrid/Online Courses
- First Half and Full Term Online/Hybrid Course Readiness Review by IDs Begins
- Final List of Empty Courses from IDs to Divisions
- Second List of Empty Courses from IDs to Divisions
- Final Reminders from IDs to Faculty About Upcoming Term
- Final List of Empty Courses Provided by IDs to Divisions
- Quality Counts Check of Online/Hybrid Courses by IDs Ends
- Full Term and First Half Term Courses Only
- Online "I'm Here" Report to Registrar from Demet
- Quality Counts Check of Online/Hybrid Courses by IDs Ends
- Report Issues to Divisions

**First Half Term and Full Term Classes Begin:**

- Final List of Empty Courses Provided by IDs to Divisions
- Quality Counts Check of Online/Hybrid Courses by IDs Ends
- Full Term and First Half Term Courses Only
- Online "I'm Here" Report to Registrar from Demet
- Quality Counts Check of Online/Hybrid Courses by IDs Ends
- Report Issues to Divisions

**First Term Summary Readiness and Quality Report Available:**

- First Reminder to Faculty About Upcoming Second Half Term from IDs
- Include Pre-Flight Checklist
- Second Reminder to Faculty About Upcoming Second Term from IDs
- Include Pre-Flight Checklist
- First List of Empty Courses to Divisions
- Second Half Term Courses Begin
- Midterm Evala Deployed for Full Term Online Courses by Demet
- Second List of Empty Courses Provided by IDs to Divisions
- Quality Counts Check of Online/Hybrid Courses by IDs Begins
- Final List of Empty Courses Provided by IDs to Divisions
- Quality Counts Check of Online/Hybrid Courses by IDs Ends
- Second Half Readiness and Quality Report Available
- Midterm Evala Reviewed by IDs and Released to Divisions
- Course Final Evala Deployed by Demet
- Final Courses End
- Survey Closed by Demet
- Final Surveys Reviewed by IDs and Released to Divisions
- 16 weeks

**Term Start Date:** 1/10

**Timelines:**

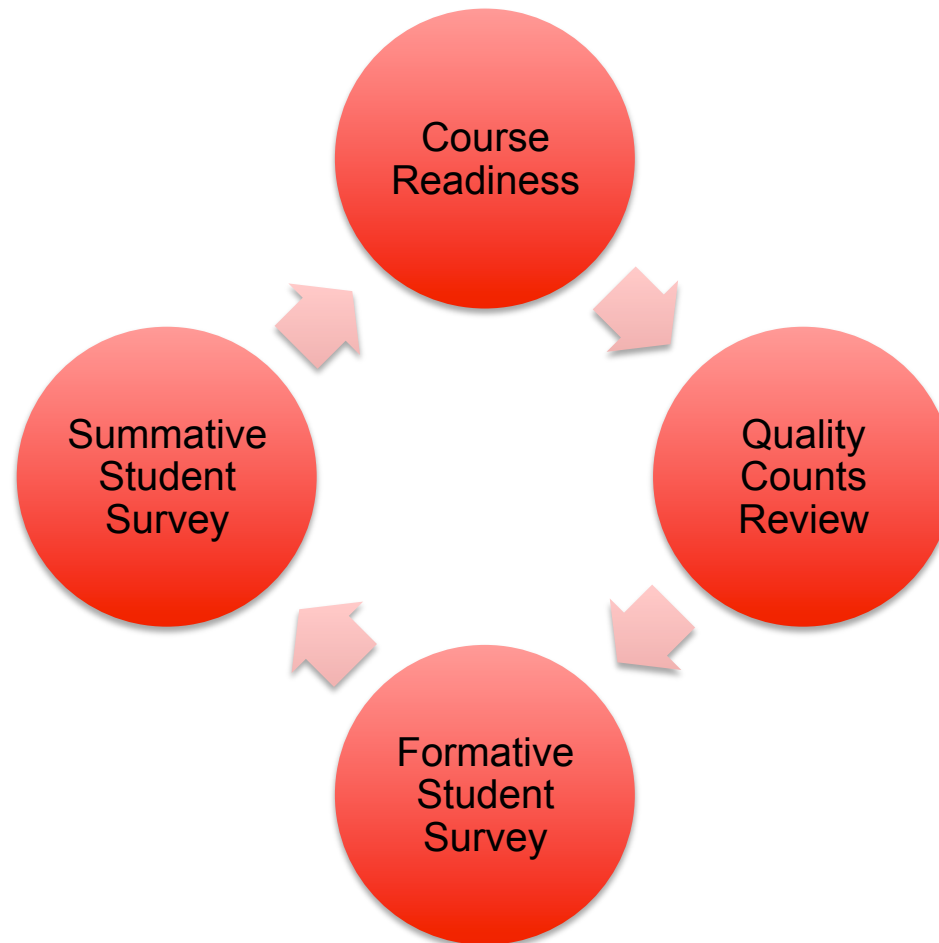
- 12 Weeks
- 4 Weeks
- 2 Weeks
- 2 Weeks
- 2 Weeks
- 2 Weeks
- 1 Week
- 1 Week
- 1 Week
- 1 Day
- 1 Week
- 2 Weeks
- 3 Weeks
- 4 Weeks
- 4 Weeks
- 5 Weeks
- 5 Weeks
- 6 Weeks
- 6 Weeks
- 6 Weeks
- 6 Weeks + 1 Day
- 7 Weeks
- 8 Weeks
- 8 Weeks
- 8 Weeks
- 10 Weeks
- 12 Weeks
- 13 Weeks
- 16 weeks

**Key Dates:**

- 1/25
- 2/1/10
- 2/3/10
- 2/11/10
- 2/12/10
- 2/13/10
- 2/22/10
- 3/1/10
- 3/1/10
- 3/1/10
- 3/2/10
- 3/8/10
- 3/15/10
- 3/15/10
- 3/29/10
- 4/10/10
- 4/10/10
- 4/19/10
- 5/10/10



## Multipoint Evaluation and Monitoring





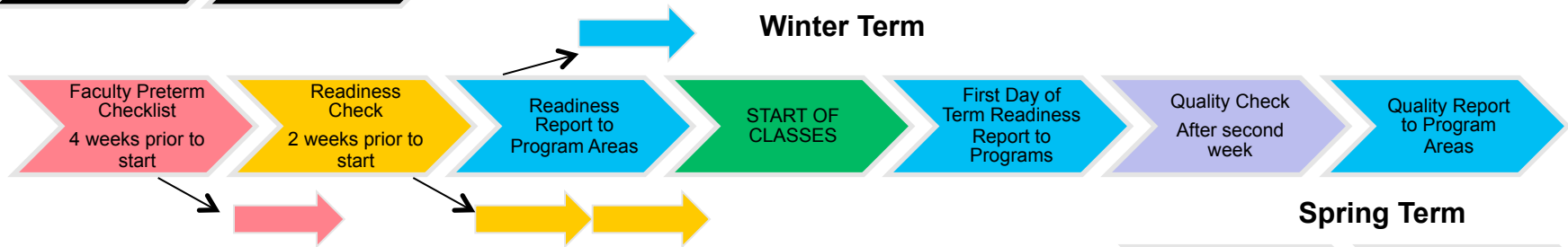
# Readiness Checks & Quality Counts Reviews

Instructional Designers perform Quality Counts reviews on online courses each term to ensure adherence to best practices.

Fall Term



Winter Term



Spring Term





## BEST PRACTICES REPORT

Course ID	CRN #	Method	Cohort	Instructor 1 First	Instructor 1 Last
EDU7223	20892	OL		Liliana	Meneser
Year	Term	Session	ID	Operations Manager	
2011	IWN	1	Allison	Thiana Ferry	

### LECTURE

No lectures in Weeks 1-3

### BEST PRACTICES RATIONALE

Students are interested in faculty perspective each week. Posting materials in PDF with Notes visible ensures that all students can access the lectures.

Please provide a lecture, or present perspective on course topics, on a basic.

### DISCUSSION BOARD

Consistent constructive/supportive feedback

### BEST PRACTICES RATIONALE

Students want feedback and insight from the faculty member in discussions. The faculty member should guide the discussion and keep it on track.

Great. Discussions are consistently well-facilitated and prompt feedback is provided.

### SYLLABUS

Ported, but not in PDF format

### BEST PRACTICES RATIONALE

Ported syllabus in PDF format ensures that students without MS Word can download and print.

Please convert Word docs to PDF for maximum compatibility and ease of printing.

Two-page best practices report issued to instructors on their courses as part of quality counts effort

Please collect assignments electronically through Blackboard in order to ensure that there is a record of student work in the course.

**BEST PRACTICES RATIONALE**  
Faculty Profile should include email address, preference for how students should contact instructor, and response time.  
Suggestions add a sentence about your anticipated response time to student messages.

**BEST PRACTICES RATIONALE**  
Well-organized content allows students to easily find the information they need without having to re-learn a new layout for each course they take.  
Please port content items within the appropriate area of the course each week. The template provides placeholders for this content.





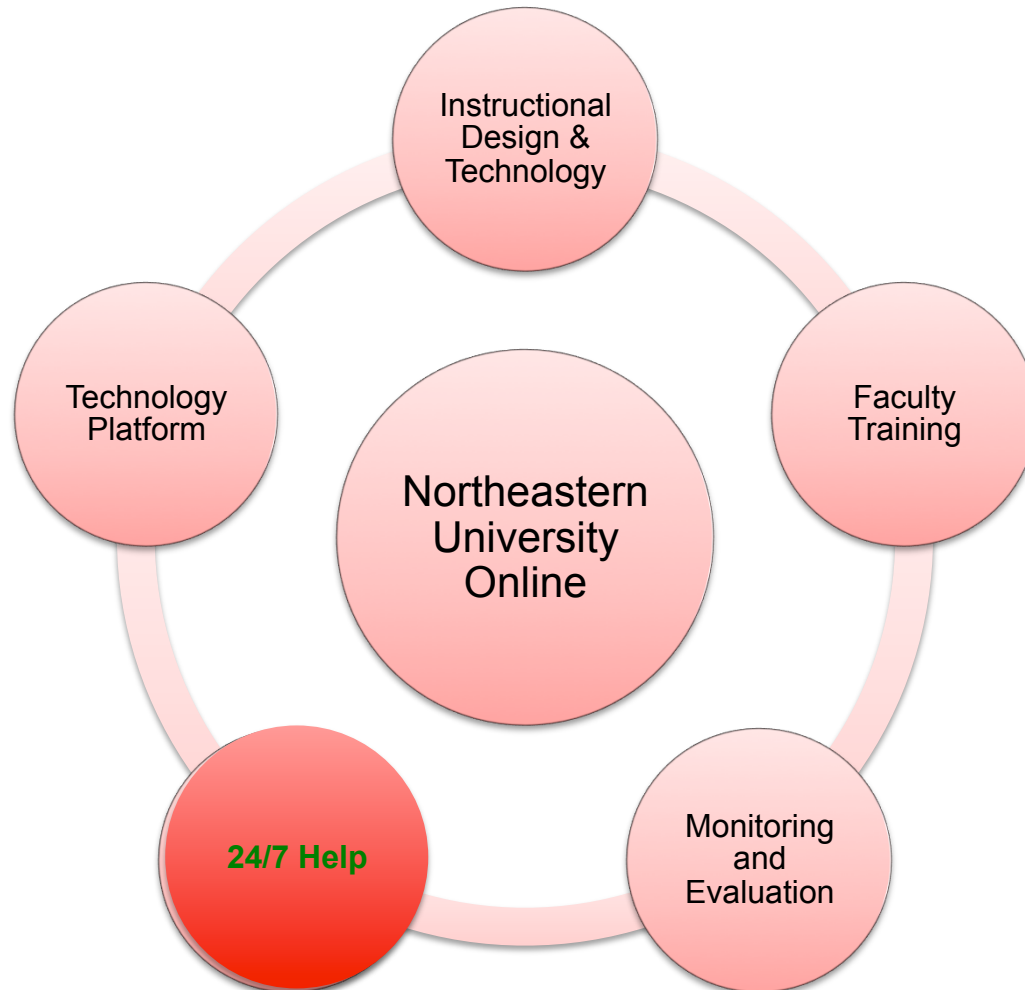
Students complete formative and summative online surveys on courses as part of our multi-point quality assurance approach.

Northeastern University  
CPS Class Evaluation for Spring 2010  
EDU6520 - EDU6520 80969 New Tech for Distance Learning SE  
Graduate [MFL-A-OL]  
Instructor: Charles Killroy \*

Item	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Item Average	Response/Feedback	Mean	STD	AI/CPD
1 - The syllabus helped me learn.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD
2 - The textbook(s) and readings helped me learn.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD
3 - The lectures helped me learn.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD
4 - Discussions with the instructor and other students helped me learn.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD
5 - Homework assignments and/or fieldwork helped me learn.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD
6 - The use of multimedia (audio and video) helped me learn.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD
7 - The length of the course (8 weeks, 12 week, or other) was appropriate for its content and format.	0	0	0	0	0	0.00	100% (100%)	0.00	0.00	AI/CPD



## Services





We provide 7x24 help desk support by telephone, email, chat, and ticketing.

The screenshot displays the Northeastern University Online help desk interface. At the top, there is a navigation bar with the university logo and the text "Northeastern University Online". Below this, a "Home" button is visible. A status box indicates "NU Online is fully operational." and "There are no alerts at this time." The main content area is titled "Most Popular" and lists various issues, each with a star icon and a brief description:

- Self and Peer Assessment - Taking a Peer Reviewed Assessment (Student)
- Courses - Course is Not Available (Student)
- Uploads - Difficulty Uploading a File (Instructor)
- Course Menu - Course Menu Missing (Instructor)
- Courses - Cannot See the Course Sidebar Menu (Student)
- Courses - Exporting a Course (Instructor)
- Courses - Importing an Existing Course Package (Instructor)
- Discussion Board - Cannot access forum that once existed (Student)
- Courses - Reducing Course File Size Before Exporting (Instructor)
- Folders - Students receive empty folder message (Instructor)
- Courses - Hiding Courses and Announcements from Last Semester (Student)
- Text Editor - Pasting content copied from a Word document (Student)
- Blackboard 9.1 - Known Issues and workarounds

On the right side of the interface, there are several support options:

- Live Phone Support
- Live Chat Support
- Submit a help ticket
- Check ticket status
- Request content
- Report abuse

Below these options is a "Key Topics" section with links to "Blackboard - Instructor", "Blackboard - Student", and "Blackboard 9.1 - Known Issues". At the bottom right, there is an "External Site Search" section with a search box and a "Go!" button.



# Smarthinking Tutoring

Online tutor Smarthinking provides real-time support to online students in a variety of subjects.

http://www.smarthinking.com - Tutoring Platform from SMARTHINKING

Can you tell me what happens if the price of X increases from 1 to 2?

With given numbers, it's 8.  
You are very good.

Quantity	Total Utility
1	20
2	28
3	34

One more.

Price of X	MU <sub>X</sub>	Price of Y	MU <sub>Y</sub>
\$10	12	\$3	10

Oh, boy ...

You can use the formula. Can you tell what  $MU_X/P_X$  is? What  $MU_Y/P_Y$  is? Then you can be asked...is this a utility-maximizing point? **No, not m** That's  $12/10=1.2$  and  $10/3$ ?

Chemistry Characters



## Online Library

[http://www.lib.neu.edu/  
services/for\\_distance\\_learners](http://www.lib.neu.edu/services/for_distance_learners)

Northeastern University library provides extensive access to a wealth of online research and information.

The screenshot shows the Northeastern University Libraries website. At the top, there are navigation links: NU Home, NU Search, MyNEU, and Mobile. The main header reads "Northeastern University University Libraries". Below this is a navigation bar with "ONLINE RESEARCH" and "SERVICES" highlighted. A breadcrumb trail shows "Home > Services > For Distance Learning Students". The page title is "FOR DISTANCE LEARNING STUDENTS". A list of links is on the left, with "> FOR DISTANCE LEARNING STUDENTS" highlighted in red. A central image shows a building at night. Below the image is the heading "Locating articles and other research information" followed by two main sections: "Find journal articles" and "Find other information", each with a list of sub-points.

NU Home NU Search MyNEU Mobile

Northeastern University  
University Libraries

ONLINE RESEARCH SERVICES ABOUT US

Home > Services > For Distance Learning Students

**FOR DISTANCE LEARNING STUDENTS**

- > FOR ALUMNI
- > **FOR DISTANCE LEARNING STUDENTS**
- > FOR FACULTY
- > FOR STUDENTS
- > FOR USERS WITH DISABILITIES
- > ASK A LIBRARIAN
- > BORROW & RENEW
- > BORROWING FROM OTHER LIBRARIES
- > COURSE RESERVES
- > IRIS
- > MULTIMEDIA SERVICES
- > NEW TITLES
- > ROOMS & SPACES
- > SCHOLARLY COMMUNICATION
- > SUBJECT LIBRARIANS
- > WORKSHOPS AND INSTRUCTION

**Locating articles and other research information**

- **Find journal articles**
  - Article searches on any topic. (myNEU login required)
  - LibX browser plugin puts a library search box in your browser, allows you to log into any article on the web and download or order it for free
  - E-Journal Finder (myNEU login required)
- **Find other information**
  - Use online encyclopedias, dictionaries and handbooks (myNEU login required).
  - Search and download data and statistics
  - Use Safari tech books: Microsoft, Que, O'Reilly and more (myNEU login required)





## Instructor Resource Center

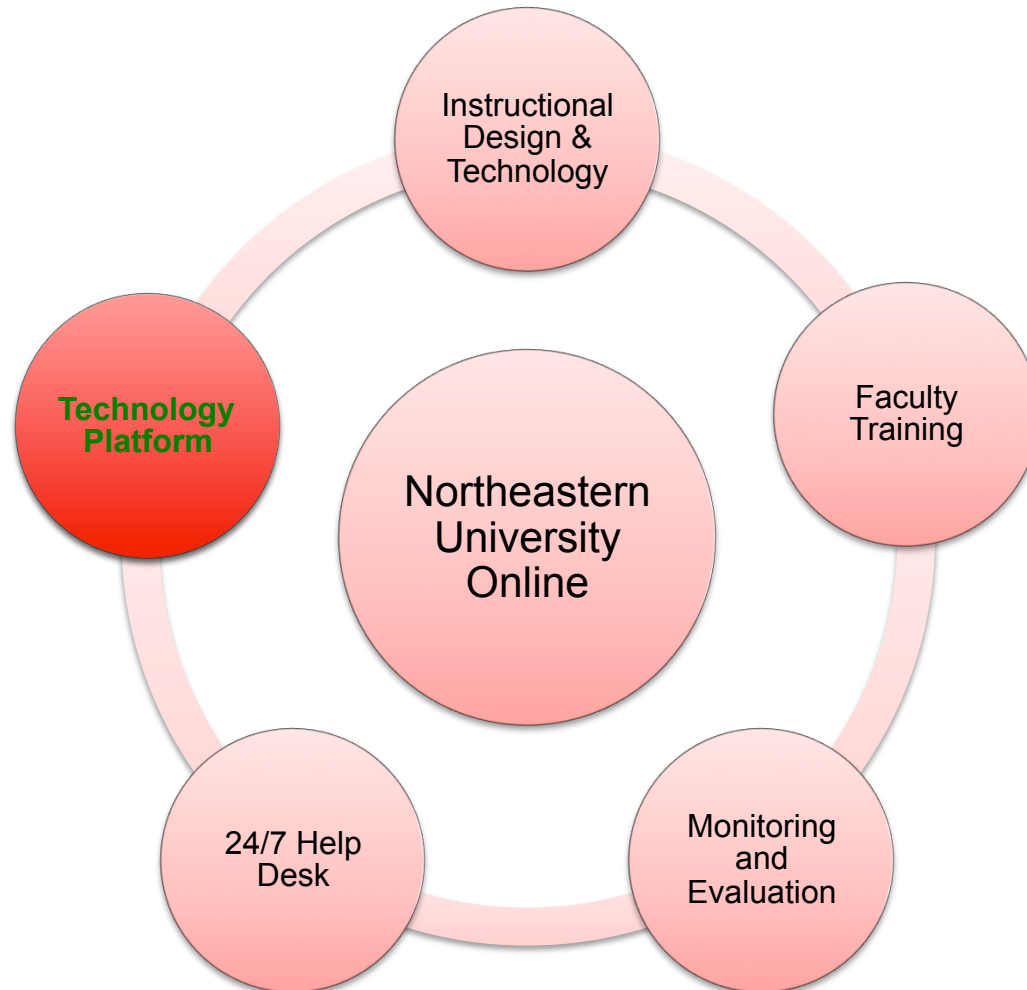
<http://www.northeastern.edu/nuolirc/>

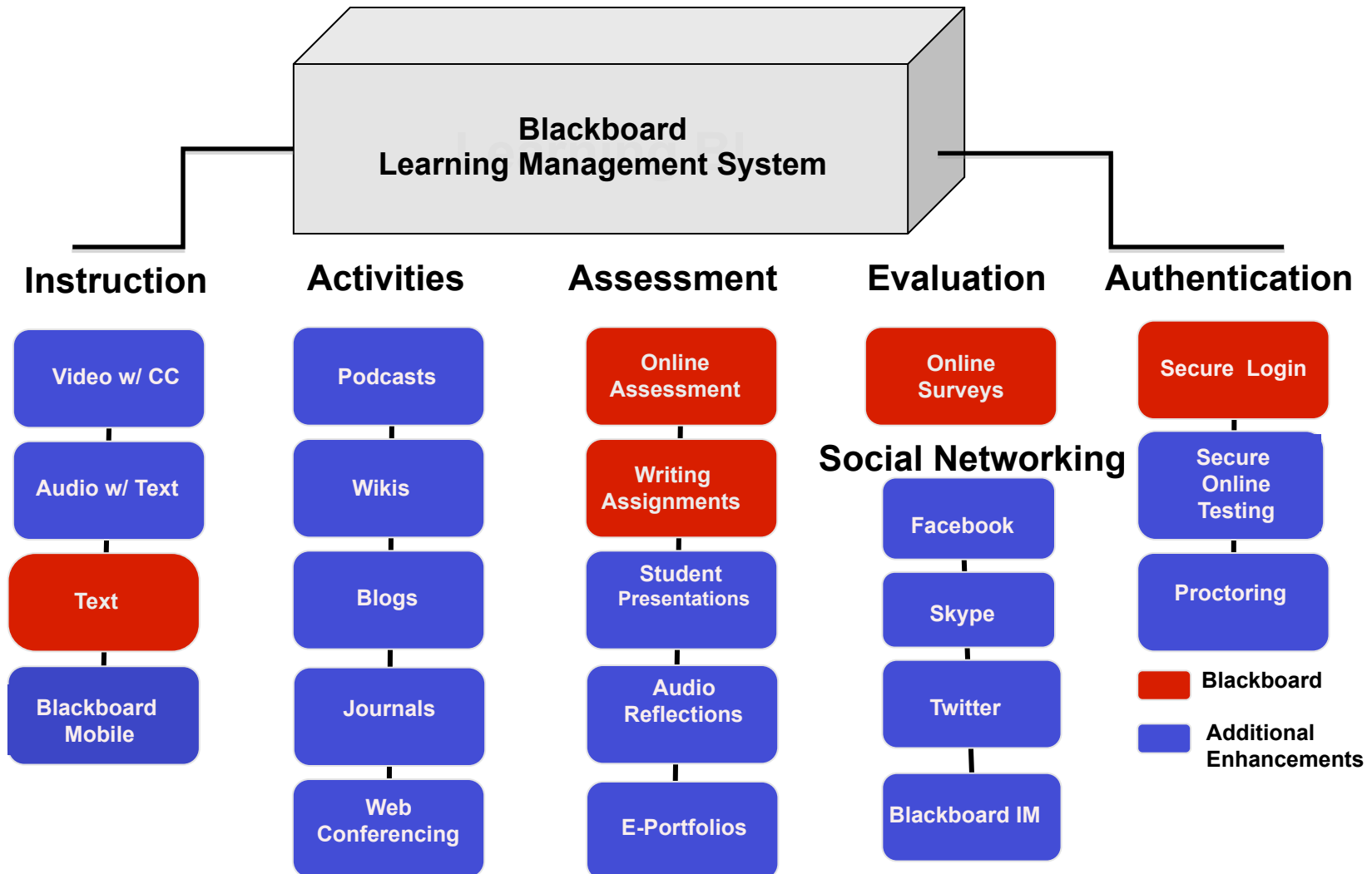
The instructor Resource Center is the Hub of our social network for faculty development and support





## Services









## Additional Asynchronous Tools

TECHNOLOGY	DESCRIPTION	USE
<b>Camtasia Relay 3</b>	PC-based or Mac desktop lecture capture tool; remote desktop use for Relay; provides audio, slides presentation, text captioning, and video in Ver. 4.; this is our enterprise lecture capture application available to all NU Online faculty and staff.	Use for fast and easy desktop lecture capture from anywhere; audio; delivery formats include Windows Media, QuickTime, AVI, and Real Media streaming video, as well as animated GIFs and iPod output; great for desktop presentation and mobile devices.
<b>Blackboard Voice Tools</b>	Asynchronous audio suite for delivering engaging voice recordings in multiple delivery formats	Use to create podcasts, standalone voice recordings, voice discussion forums, voice emails, voice-supported Web presentations; for students and instructors
<b>Wikis</b>	Online text collaboration space for group work and presentations and development	Use to enable student group work on projects, embedded in Blackboard courses; supports export
<b>Blogs</b>	Online text presentation tool delivers text comments or links from one to many	Use for student comments, presentations, review work, or other group work
<b>Journals</b>	Online text presentation tool delivers text comments or links one to one	Use for student reflections, record of work, student-instructor collaboration
<b>Streaming video</b>	Fixed camera lecture capture technology	Capture classroom lectures with slides and audio; outputs proprietary format in web links; requires professional editing
<b>Smartpens</b>	USB pen technology	Record handwritten lecture notes, presentation notes, and more in digital format with audio; for students and instructors
<b>ePortfolio</b>	Digication web-based application for collecting digital artifacts of student work for presentation, distribution and	ePortfolio can be used for assessment of student work and demonstration of mastery to measure and monitor student and program outcomes. It is used as digital record that provides evidence of achievement.



## Additional Synchronous Tools

TECHNOLOGY	DESCRIPTION	USE
<b>Adobe Connect</b>	Web conference system	Deliver web presentations one to many with audio, video, and desktop sharing; Flash-based; no client plug-in
<b>Blackboard Collaborate Wimba Live Classroom</b>	Web conference system	Deliver web presentations one to many with audio, video, and desktop sharing; browser-based ; client plug-in required
<b>Blackboard Collaborate Instant Messaging</b>	Web-based instant messenger with audio, video, and desktop sharing	Blackboard-based, embedded roster audio/video instant messenger system



## RESULTS

More than 65 programs in undergraduate, graduate, and doctoral studies

Over 1,200 certified faculty

Nearly 10,000 students

Serving over 85 countries

From 3,125 QH in 2003 to over 115,000 QH in 2011



# What Do We Do Next?



## Program/Course Development Rationale

Researched  
based  
design,  
development  
& facilitation

Outcomes  
focused

Tiered  
learning

Reusable,  
scalable,  
high-quality  
courses and  
programs

Systematic  
approach to  
development  
of courses for  
highly  
complex  
tasks



# Questions & Answers



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