

**Curriculum & Instruction Committee**  
**Meeting notes for March 11, 2015**  
**Revised April 10, 2015**

**Present** Ahmad El-Moussa, Jeffrey Grynviski, Patricia Jarosz, Aaron Martin, Fayette Martin, Joseph Rankin, Marsha Richmond, Ryan Standfest, Mark VanBerkum, Barrett Watten

**Absent w Notice** Frances Brockington, Victoria Dallas, Casey Westerman

**Guest** Karen McDevitt

As Dr. Karen McDevitt teaches almost totally online she was invited to demonstrate to the committee how her courses are set up.

For winter 2015 she is teaching

COM 2010/ENG2450 (VP) Introduction to Film

COM 3010 (WI) Media Analysis and Criticism

COM 6270 New Media Theory

She provided a walkthrough of how her Blackboard site is set up for both classes.

This included the opening page

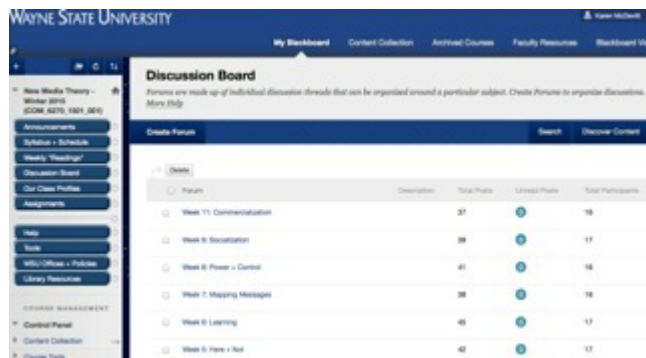


She noted that one of the first assignments that the students are asked to complete is a brief bio on who they are. This functions both as an introduction and it provides her with an idea of the students writing style. (This is done for both the undergrad and the graduate class.)



A discussion board requires the students to post comments to the film clips that are set

## Curriculum & Instruction Committee Meeting notes for March 11, 2015



for each week.

One of the components that she uses for both classes is a discussion on Media Ethics.



As a means to encourage discussion, she provides links to current events that relate to all types of media, technology and ethics.

During the discussion, she mentioned the changes she has seen in the last ten years of technology that has only added to the learning experience.

She mentioned that we might want to access the 2015 Online Learning Infographic from the Online Learning Consortium (formerly Sloan): <http://onlinelearningconsortium.org/>. This provides current trends on online learning.

At the OLC provides the 2014 Survey of Online Learning (they have conducted survey for 13 years): <http://onlinelearningconsortium.org/read/survey-reports-2014/> She noted that the most significant results are these:

- The percent of academic leaders rating the learning outcomes in online education as the same or superior to those in face-to-face remained unchanged at 74.1%.
- The proportion of chief academic leaders reporting online learning is critical to their long-term strategy reached a new high of 70.8%.
- Only 28.0% of academic leaders say that their faculty accept the “value and legitimacy of online education.”

**Curriculum & Instruction Committee**  
**Meeting notes for March 11, 2015**

She also suggested that we might want to look at the following

- Penn State as they have a number of online learning resources, including a thorough means for Faculty Peer Review of Online Teaching: <http://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>
- Michigan State provides some good information for evaluating online courses: <http://fod.msu.edu/oir/evaluating-online-courses>
- Stanford is representative of higher-ed institutions that have moved to online evaluations (for all courses), asking students to complete the forms BEFORE their grades are released: <http://studentaffairs.stanford.edu/registrar/students/course-evals>
- The University of Oregon provides another good example of this growing practice: <https://registrar.uoregon.edu/course-evaluations>

Monica Brockmeyer and Tom Fischer will be guests for April 8

JEF