

Don't Worry About the LMS (yet)

A cohort approach for new to online faculty
building a new online program

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The mission of the College of Environmental Science and Forestry is to advance knowledge and skills and to promote the leadership necessary for the stewardship of both the natural and designed environments.



The program



The Sustainability Management program

- Entirely online upper division program
- Integrates discipline- and career-focused knowledge, skills, and perspectives based on the three pillars of sustainability: economics, society, and the environment
- Builds upon a broad and flexible foundation at the lower division with specialized sustainability coursework at the upper division
- Students synthesize knowledge and skills and strengthen workforce-readiness through capstone project



The courses



14 core courses

- 10 faculty working on 14 core courses and 1 elective course
- Additional 4 faculty working on elective courses
- All new courses for college
- Some based on existing courses

SUS.300.DEVELOPMENT.Sustainable Systems Thinking

SUS.310.DEVELOPMENT.Human and Social Dimensions of Sustainability *(not currently available)*

SUS.320.DEVELOPMENT.Ecological Dimensions of Sustainability *(not currently available)*

SUS.330.DEVELOPMENT.Introduction to Sustainability Data Analysis *(not currently available)*

SUS.335.DEVELOPMENT.Applied Statistics for Sustainability *(not currently available)*

SUS.340.DEVELOPMENT.Principles of Sustainable Development *(not currently available)*

SUS.350.DEVELOPMENT.Inro to Spatial Analysis *(not currently available)*

SUS.355.DEVELOPMENT.Conservation Biology & Sustainable Environmental Conservation *(not currently available)*

SUS.360.DEVELOPMENT.Climate Change and Sustainability *(not currently available)*

SUS.400.DEVELOPMENT.Analysis of Sustainable Systems *(not currently available)*

SUS.410.DEVELOPMENT.Sustainable Urbanism *(not currently available)*

SUS.420.DEVELOPMENT.Sustainable Energy *(not currently available)*

SUS.430.DEVELOPMENT.Managerial Economics for Sustainability *(not currently available)*

SUS.440.DEVELOPMENT.Environmental Justice *(not currently available)*

SUS.450.DEVELOPMENT.Civic Engagement and Participatory Planning *(not currently available)*

SUS.480.DEVELOPMENT.Sustainability Capstone *(not currently available)*

SUS.Orientation.Development *(not currently available)*

The faculty



The core faculty



Landscape Architecture



Open Academy



Chemistry



Forest and Natural Resource Management



Environmental Studies

The need



An approach to take a select cohort of skeptical volunteer faculty with no online experience to create an entirely online program ...in ~ a year.



The approach



Some approach components



Removing
technology
barrier



Cohort
model



Just-in-time
workshops



Authentic
assessments

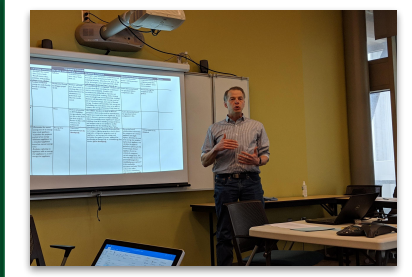
Removing the technology barrier



- Necessary for participation
- Building the Blackboard courses
- Making documents and course accessible with Ally
- Use of PowerPoint for videos
- Captions for video files

The cohort

- Developing courses as extra service
- Monthly faculty meetings
 - Early: Course outcomes and content
 - Middle: Course content, assessment & activity alignment, overall progress
 - Later: Implementation and feedback
- Google team drive and folders



Authentic Assessments

- Have required prototyping
- Self-guided field trips
- Modeling and project-based learning
- Professional writing
 - Articles for online magazine
 - Business plans
 - Briefs and memos
 - Policy analysis



Outcomes



Programmatic instructional alignment

- Prerequisites addressed in collaboration
- Examples used in assessments are informed by activities in other courses
- Coverage of concepts

Capstone

Managerial
Economics

Civic Engagement and Participation

Environmental Justice

Sustainable Energy

Sustainable Urbanism

Analysis of Sustainable
Systems

Climate Change

Sustainable
Development

Ecological
Dimension

Human
dimensions

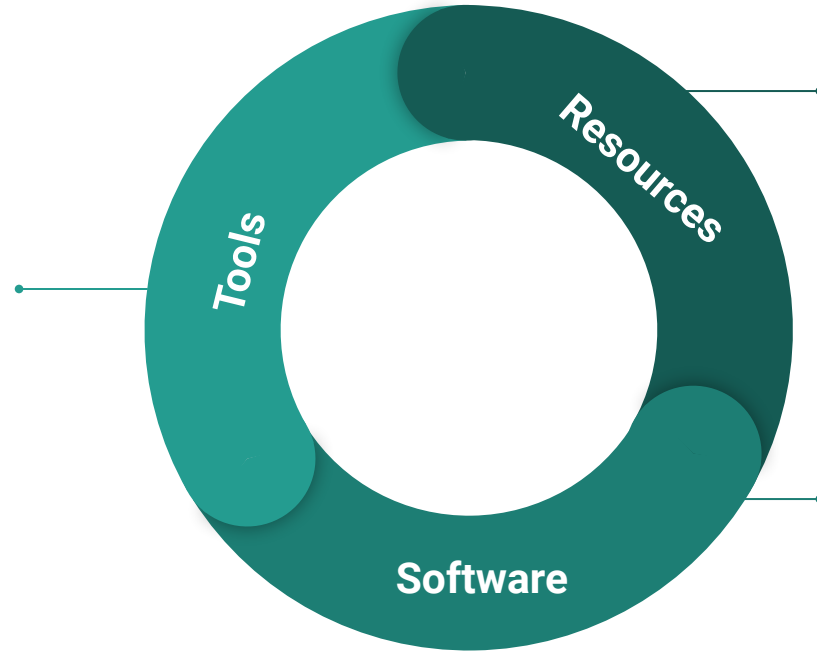
Data Analysis + Spatial Data Analysis/GIS

Systems Thinking

Tools used

General Tools

Discussions,
Blogs, Journals,
Rubrics, Google
Apps, Office 365,
Collaborate Ultra



OER & Resources

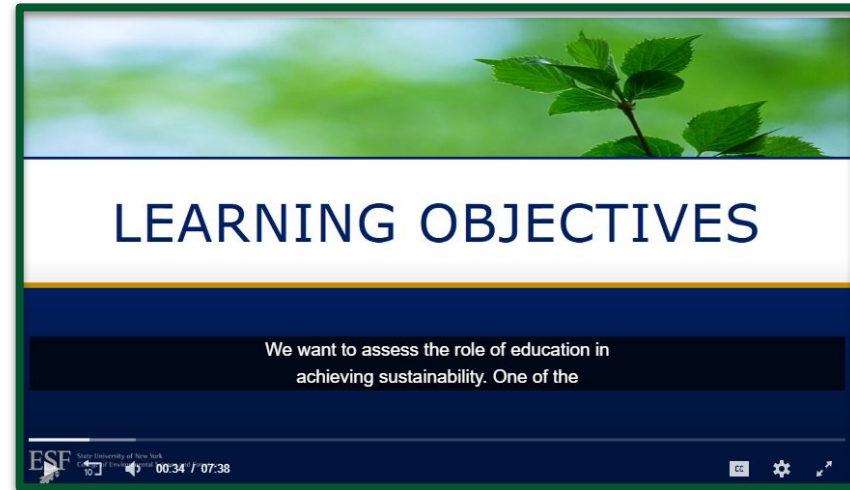
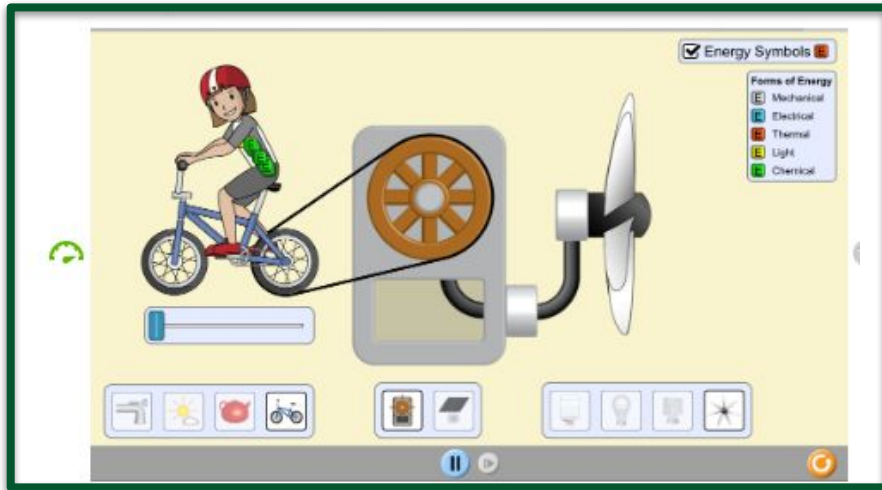
OER Textbooks and
other open
resources
(datasets, readings,
videos, etc.)

Specialized Software

QGIS, i-Tree, Minitab

Accessibility

- Templates for course design, content, and presentations
- Blackboard text- formatted appropriately and consistently
- Documents Ally scores >90%
- All generated videos captioned in-house



Faculty Perspectives



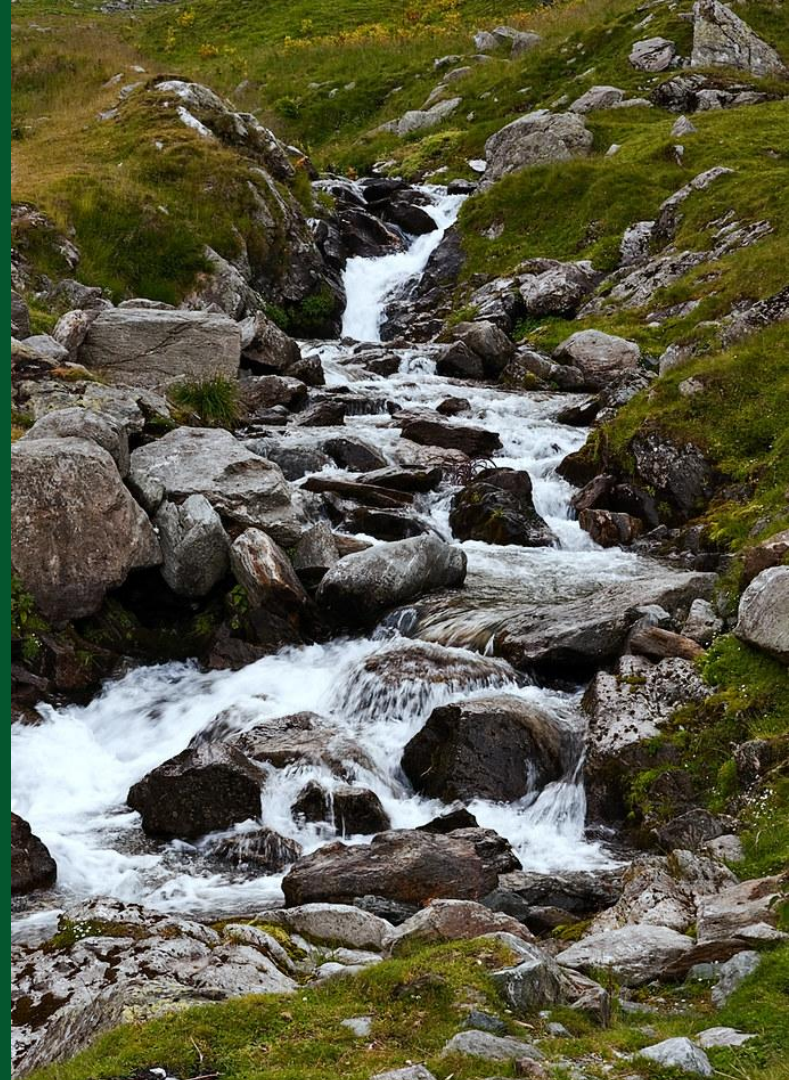


“Working as a cohort of faculty to design and develop courses has been incredibly valuable to us and to our future students. **Working together to ladder the curriculum and core concepts, to share best practices and challenges has been very effective.**”



“After working with an instructional designer to create my online courses, **I've gone back to my home department and urged that we get IDs involved in traditional course instruction.** As co-curators of course content, I view our relationship as co-teachers.”

“The new online degree required us to design and implement a curriculum from the ground-up and outside-in. The collaboration between the faculty and instructional design group facilitated the construction of courses with solid substantive knowledge on a scaffolding of pedagogical knowledge. **We are definitely creating a better experience, in less time, and more cohesively than had the faculty followed conventional approaches.** Development requires substantial investment but I believe the outcomes will demonstrate the value.”



“From my experiences as a Department Chair, Associate Dean, and Provost, **I have found that one of the most important aspects of designing the new online program has been the intentionality with which we have designed and developed both the core curriculum and the elective courses.** From the perspective of my own course, I can say that the support and dedication of the instructional design team has been really essential to my progress.”



Questions?

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