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Blended Learning in the Liberal Arts Conference

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May 19th, 1:30 PM - 2:45 PM

Crossing the Rubicon: Introducing fully online courses into the curriculum of a traditional liberal arts college

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**CROSSING THE RUBICON:
INTRODUCING FULLY ONLINE COURSES INTO THE
CURRICULUM OF A TRADITIONAL LIBERAL ARTS COLLEGE**

Blended Learning in the Liberal Arts Conference

Bryn Mawr College, May 19, 2016



DESALES UNIVERSITY

PRESENTERS



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AGENDA

- The DeSales University context
- The objective of our online course project
- Getting faculty on board
- Why students enrolled in the course
- Courses developed to date and planned for next year
- The collaborative development process
- Faculty perspective on developing and teaching the course
- Open discussion / Q & A

DESALES UNIVERSITY CONTEXT



- The Lehigh Valley's Catholic university (near Allentown, PA)
- Traditional day FT enrollment: ~1,650 (2/3 in residence halls)
- Vibrant adult UG education program and graduate programs (both of which are increasingly online)
- Retains traditional emphasis on the liberal arts and sciences, but responsive to market demand for directly career related majors in business, nursing / healthcare, and the performing arts
- Heretofore, day students generally prohibited from taking online classes

OBJECTIVE OF THE ONLINE MASTER COURSE PROJECT

AS DESCRIBED IN THE DESALES UNIVERSITY

STRATEGIC PLAN 2015-2020

To provide traditional day students with the opportunity to complete up to two fully online courses as part of their undergraduate degree program

Why?

- To strengthen students' preparation for graduate study or professional development
- To provide flexibility for our students to pursue professional placements in internships, co-ops, and international or service learning

GETTING FACULTY ON BOARD

Administration Priorities

- Frequently scheduled, high enrollment courses – ‘core courses’
- High-quality, re-usability, cost-control

Written Agreement Between DSU and Faculty Member

- Course defined as a “joint work product”
- Compensation for course development
- Right of first refusal to teach
- Defined circumstances under which other instructors can use the course
- Ability to designate up to 1/3 of course material as “personal” and not for use by a different instructor

WHY STUDENTS ENROLLED

SURVEY RESULTS (N=59)

*Which of the following factor(s) was **MOST IMPORTANT (CONTRIBUTED)** to your decision to enroll in this online course?*

Answer	Most Imp #	Most Imp %	Contrib #	Contrib %
I need schedule flexibility to accommodate other classes or clinical activities.	18	31%	35	59%
I need the class to meet a degree requirement.	11	19%	35	59%
I want to take a class with a specific instructor.	9	15%	15	25%
I like to control the course pace and time of learning activities.	6	10%	32	54%
I need schedule flexibility to accommodate my outside work schedule.	4	7%	27	46%
I need schedule flexibility to accommodate sports or other extracurricular activities.	4	7%	16	27%
I prefer to work at home or remotely than to have to drive to campus.	3	5%	19	32%
I wanted to have the experience of taking an online course.	2	3%	27	46%
For me, online classes are typically easier than traditional classes.	2	3%	11	19%
I learn better in online classes than traditional classes.	0	0%	2	3%



WC-107-OL01-16SPTD Central European Nations

- Course Home
- START HERE**
- Announcements
- Syllabus
- Calendar
- My Grades
- WEEKLY UNITS
- Discussion Board
- Blackboard Collaborate
- Send DSU Email
- More Course Tools
- Technical Help

- COURSE MANAGEMENT
- Control Panel
 - Content Collection
 - Course Tools



Course Overview

An analysis of the political culture, political institutions, and organizations in Central Europe. This course will focus on the communist era, as well as the transition to democracy, and current affairs. In addition to comparisons across countries, issues such as democratization, dual transition, and democratic consolidation will be discussed.



Instructor Bio and Contact Information



Andrew Essig is a Professor of Political Science at DeSales University in Center Valley, PA. He received a B.A. in Economics (1989) from St. Joseph's University, Philadelphia, PA; M.A. (1993) and Ph.D. (2001) in Political Science from Penn State University, University Park, PA. He studied 1994-1996 at the Christian-Albrechts-Universität in Kiel, Germany through the DAAD. His current associational memberships include: Society of Catholic Social Scientists, University Faculty for Life, Association of Former Intelligence Officers, and International Association for Intelligence Education.

He has several published articles, including but not limited to:

- "John Paul II and the New International Order" Catholic Social Science Review
- "Catholic International Relations Theory" Fellowship of Catholic Scholars Quarterly
- "U.S.-Holy See Diplomacy" The Catholic Historical Review
- "The World Health Organization" and "The World Bank" published by the Catholic Family & Human Rights Institute (C-FAM)

His current area of interest includes the development of a core theory in international relations – Moral Realism. He teaches numerous courses in international relations, along with introductory courses in American Government and Political Philosophy. Dr. Essig lives in Allentown, PA.

EN-115-OL01-16SPTD An Introduction to Fiction

- Course Home
- START HERE
- Announcements
- Syllabus
- Calendar
- My Grades

WEEKLY UNITS

- Discussion Board
- Blackboard Collaborate
- Send DSU Email
- More Course Tools
- Technical Help



"Books are a uniquely portable magic."
Stephen King



YOU CAN'T BUY HAPPINESS BUT YOU CAN BUY BOOKS AND THAT'S KIND OF THE SAME THING



Intro to Fiction Online - McKnight

Archetypes October 3, 2015 in EN-115-OL01-16SPTD: EN-115-OL01-16SPTD An Introduction to Fiction

Search this recording

Contents	Time
Archetypes	0:00
Notes	0:08
Bookmarks	0:08
Discussion	0:00
Light	3:50
Archetypes of Character Archetypes of Story The...	10:21
"Remember that all archetypes can be high or low..."	14:07
Character Archetypes: Light Shadow Crane...	18:21



HI-262-OL01-16SPTD World History Since 1500

- Course Home
- START HERE
- Announcements
- Syllabus
- Calendar
- My Grades
- WEEKLY UNITS
- GROUP WORK
- JOURNALS
- Discussion Board
- Blackboard Collaborate
- Send DSU Email
- More Course Tools
- Technical Help



Search this recording

Notes

Your notes (blackboard\hagane) Make public Help

Bookmarks

Discussion

Notes are synchronized to what you're watching when you type them. Type and hit Enter to add one.

DESALES UNIVERSITY

World history since 1500

To Do List

1. Read Tignor Epilogue, "2001: The Present"
2. Read Pursell, pp. 28-293
3. View "Week 12 SQA Tignor Epilogue"
4. View "The 21st Century" PowerPoint slide presentation
5. Working with your team, answer the Study Questions below. In 2 pages of text in essay, and submit them to the SubAssignment dropbox as a Microsoft Word or PDF document, double-spaced, April 12.
 - a. How have the United States, Europe, and Japan changed since September 11, 2001?
 - b. In what ways are Russia, China, and India changing in the early twenty-first century?
 - i. What prevents the Middle East, Africa, and Latin America from a greater share of world economic prosperity?
 - ii. What is the effect of globalization and cross change on twenty-first century world history?
6. Congratulations! You have finished all the required order assignments in the Study Questions. Now it is time for you to grade your team-mates' performance. Open the Journal link below, enter the names of your team-mates, assign each a grade, and justify that grade with 1-2 sentences. Grading only publications will count more than three without. Your journal is totally private. No one can see it but you and

Week 12 SQA Tignor Epilogue

Epilogue: The 21st Century (PowerPoint Slide Presentation) [Web Video]

Epilogue: The 21st Century (Narrated PowerPoint Slides)

SQA Epilogue

6:45 -1:11 1x Speed Quality Hide



- COURSE MANAGEMENT
- Control Panel
 - Content Collection

INSTRUCTIONAL DESIGNER PERSPECTIVE

- The collaborative design process
- Utilizing the right tools for the job
- Student technical support issues
- Adjusting the course in real time
- Where do we go from here?

FACULTY PERSPECTIVE

- The course design process
- Teaching an online course to the traditional age population
- The 15 week format
- Academic integrity issues / concerns
- Student academic performance relative to the classroom format
- Surprises
- What worked, what didn't
- Advice for others contemplating taking this path

DISCUSSION AND Q & A

the course
development contract

the course
development process

academic integrity

what worked and
what didn't

course scheduling
issues

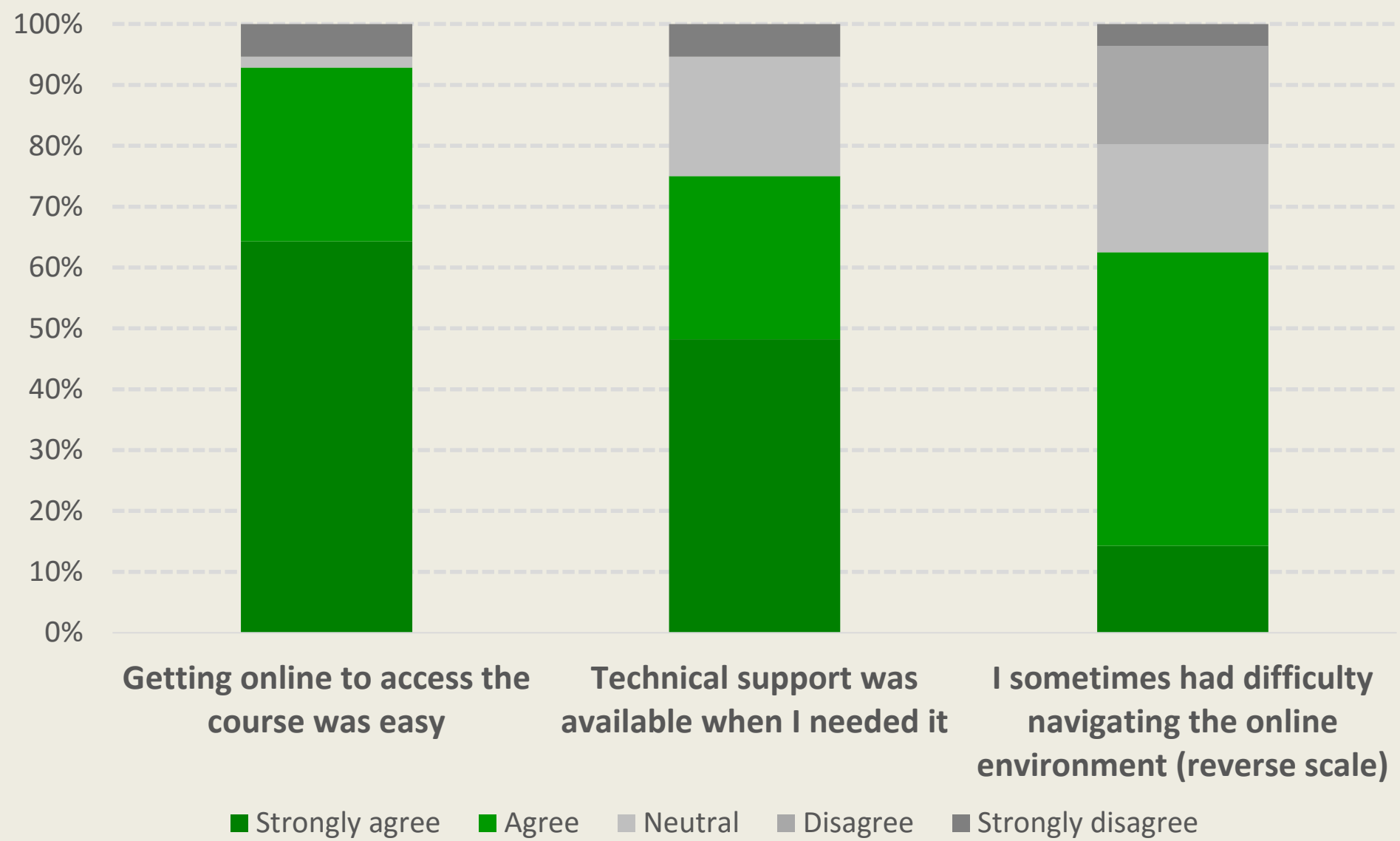
advice for colleagues

other questions?

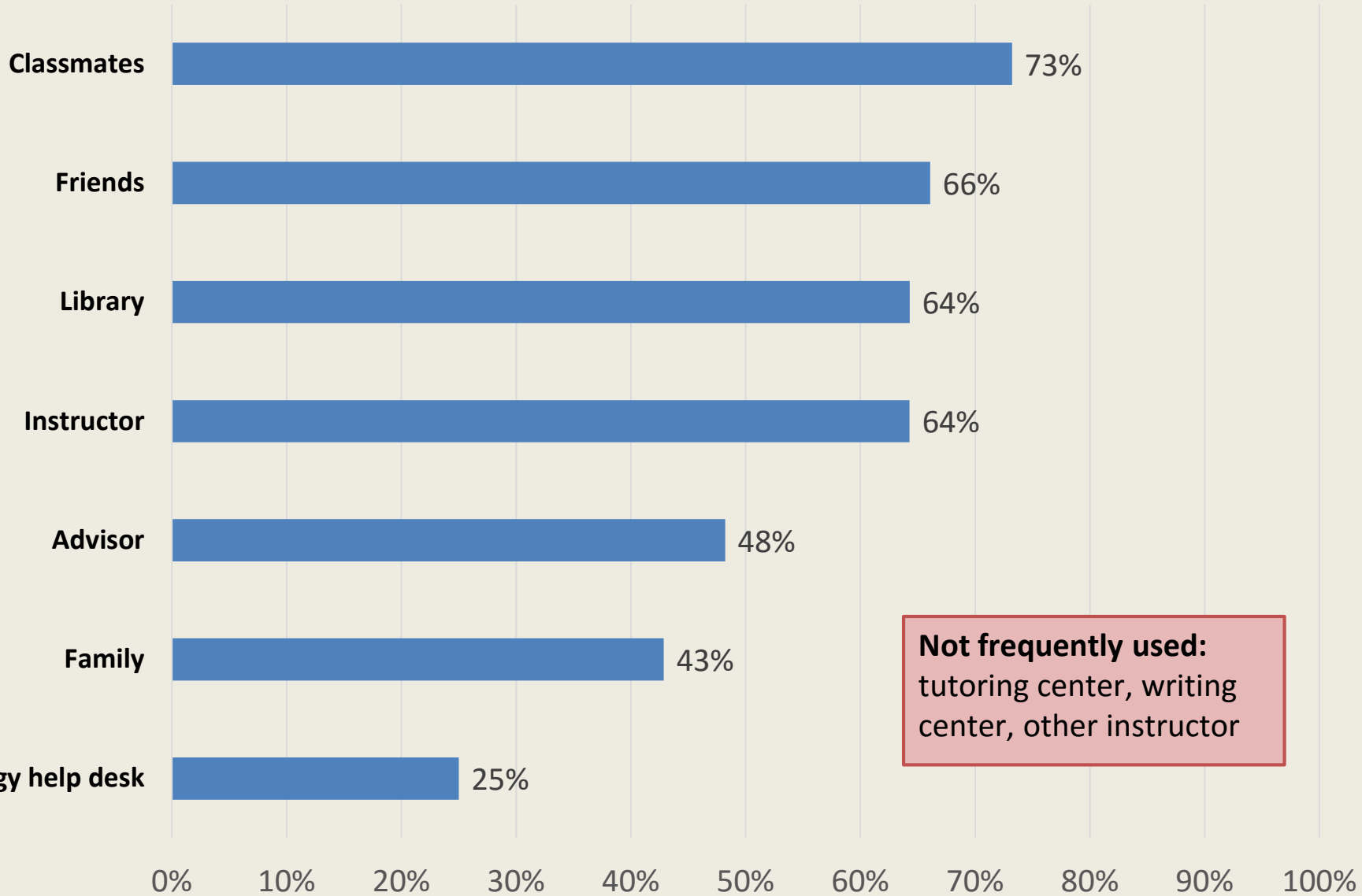
END-OF-COURSE SURVEY RESPONSES

- **N = 56**
- **~43% response rate**
- **Demographics**
 - Average student age = 20
 - 82% sophomores or juniors
 - Wide variety of majors (26% nursing)
 - 41% commuters
 - Most had never taken an online college course before

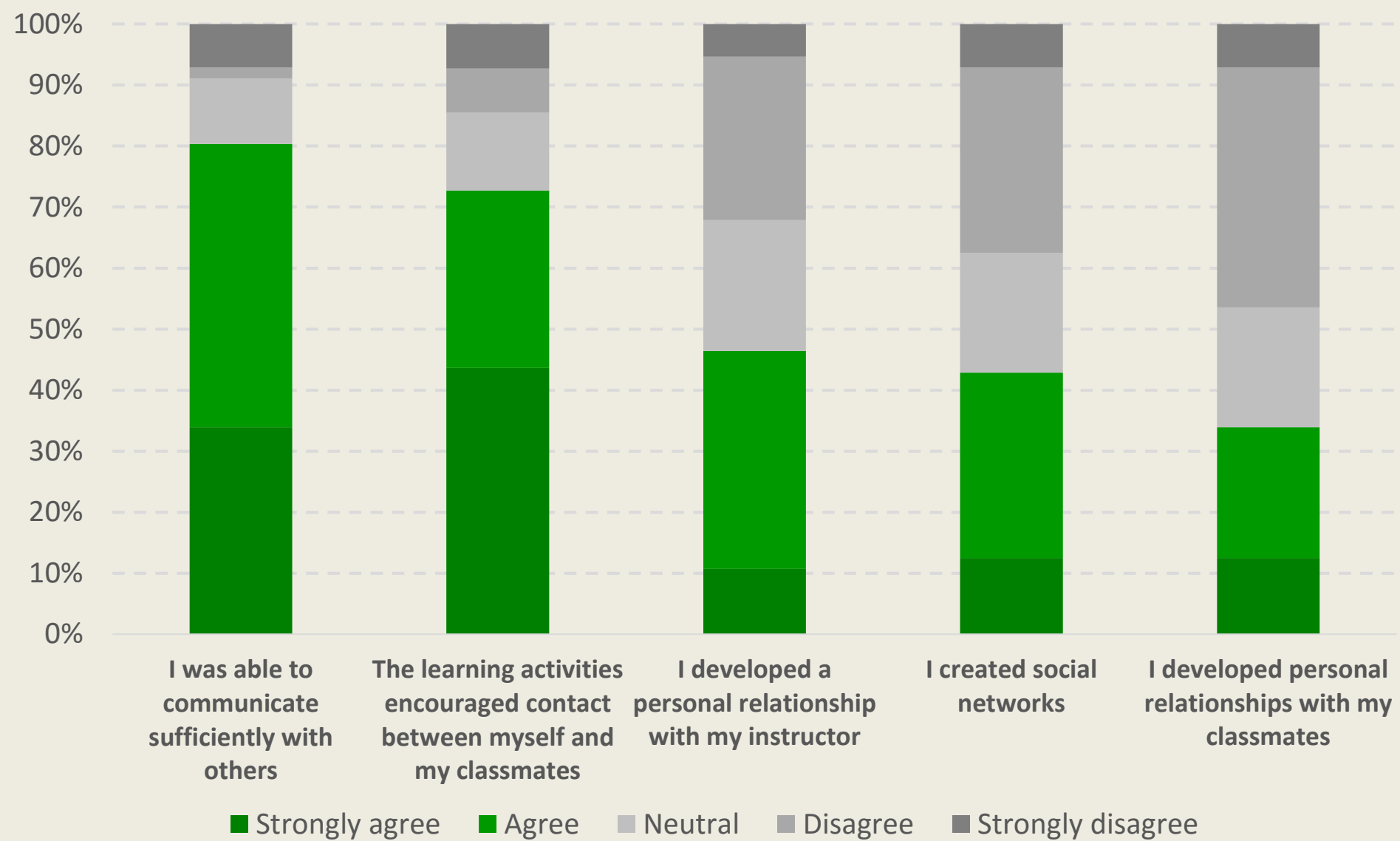
Student Technology Issues



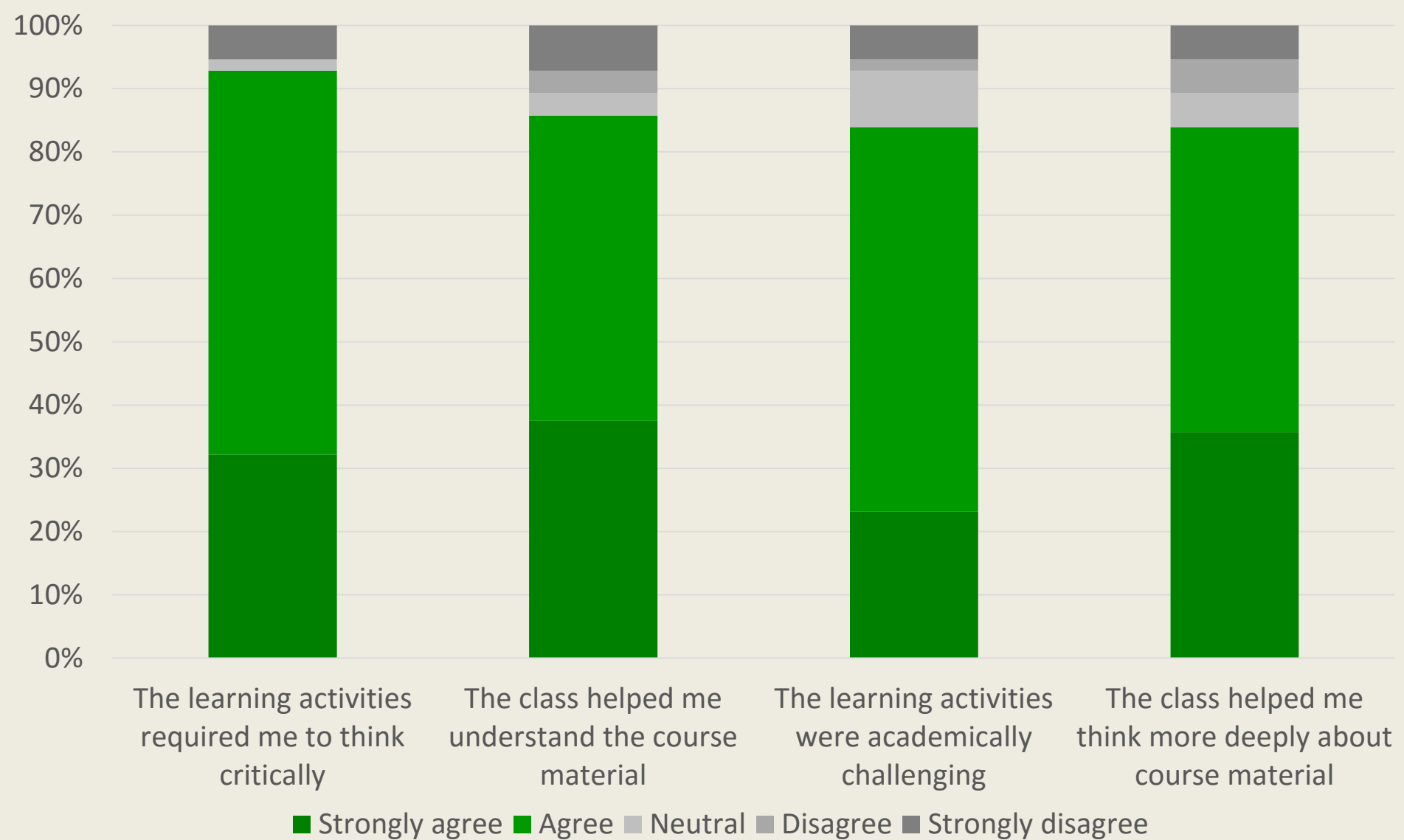
Sources of Support - Frequency of Use



Interaction



Perceived Rigor



“The class was boring.”

18% agreed | **14%** neutral

“The class was a waste of time.”

7% agreed | **13%** neutral



82% said
they'd take
another online
course
(5% neutral)

75% would
recommend
this course to a
friend
(16% neutral)

80% said
participating in
this course was a
useful
experience
(7% neutral)

CONTACT Us



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