



@Hazleton, A. Kuntz

2017-18

Annual Report

Pennsylvania State University

Shared Academic Programs

about shared programs

Penn State has a long history of multi-campus collaboration. From the first shared degree program in Nursing in 1973 to the new Digital Learning Cooperative, the core of the collaboration has been faculty disciplinary communities. In order to meet the needs of our local communities and regions, we are working together to build opportunities for collaboration and sharing.

The services and activities for shared programs outlined in this report were built with the goal of supporting the following strategies:

- Strengthening student learning opportunities
- Improving collaboration and program operations
- Supporting the development of campus specialization and leverage regional opportunities
- Enabling the development of faculty and student communities across campuses
- Leveraging common resources, operations, and technologies to provide a consistently high quality Penn State learning environment



programs commonwealth campuses

Accounting
Administration of Justice
Biology
Biobehavioral Health
Business
Corporate Communications
General Engineering
Health Policy and Administration
Information Sciences and Technology
Project and Supply Chain Management
Rehabilitation and Human Services



overview of 2017-2018

As the 2017-2018 year came to a close, Amy Kuntz and Marilyn Goodrich, the Shared Programs instructional designers, ended their first full academic year collaborating together bringing different perspectives, experiences, knowledge, and creativity to the courses, professional development programs, and program support in general. As part of this, Shared Programs was able to finalize the design, delivery, and assessment of four TLT REACH projects where in previous offerings it was limited to two due to capacity. A new approach was conducted for the eLearning Series that allowed non-Shared Programs faculty to attend as long as a conferencing room was reserved by the local campus. This allowed expansion to fulfill the needs of non-Shared Programs faculty who have a desire for continual course improvement and might not have had access to faculty development opportunities in a non-online format. Subsequently, this had an impact on the number of attendees which had a large increase compared to previous years.

Shared Programs continues to build the collaborations between campuses in order to provide faculty with the opportunity to meet the needs of a diverse learning population by engaging in innovative instruction along with exposing students to new learning opportunities and experiences. Because of this, there has been a large increase in the number of supported courses during the 2017-2018 academic year across multiple programs with an emphasis in:

- Biology
- Business - Accounting Option
- Corporate Communications
- Project Supply Chain Management



As part of supporting the western Project and Supply Chain Management (PSCM) program, there has been collaborations built with the Lehigh Valley program offering, as well as, the newly approved eastern consortia consisting of the Hazleton, Scranton, Schuylkill, and Wilkes-Barre campuses. A video explaining this new innovative field provided by Lehigh Valley can be viewed at [Project and Supply Chain Management](#).

To plan for the future, both the Shared Programs website along with marketing material towards faculty about the services Shared Programs offers were updated including:

- Infographic Version
- Extended Version
- Brief Version

During the website redesign, an emphasis was placed on highlighting the impact of the TLT REACH projects as part of a dedication portion of the website titled Innovative Faculty Development.

To learn more about Shared Programs
please visit our web site
<http://sites.psu.edu/sharedprograms/>

eLearning Series

This annual program provides faculty with an opportunity to participate in a series of workshops focusing on tools, best practices, and strategies for designing and teaching courses in shared programs. The program is designed to complement rather than replace or replicate local campus offerings that may already be in place. The eLearning Series framework consisted of 5 workshops that were created to focus on engaging students in video-conferencing and web-conferencing modalities, as well as, cross-campus teams and peer review, gamification, and innovative technologies on the horizon. Each session included both synchronous (either Polycom or Zoom Meeting) and asynchronous components meant to replicate the student experience. Badges from Digital Badges at Penn State were an optional component for faculty to certify their completion of workshops and the program in its entirety. Continuous feedback allowed us to reflect as further development of the way Shared Programs will be designing the approach for the 2018-2019 academic year.

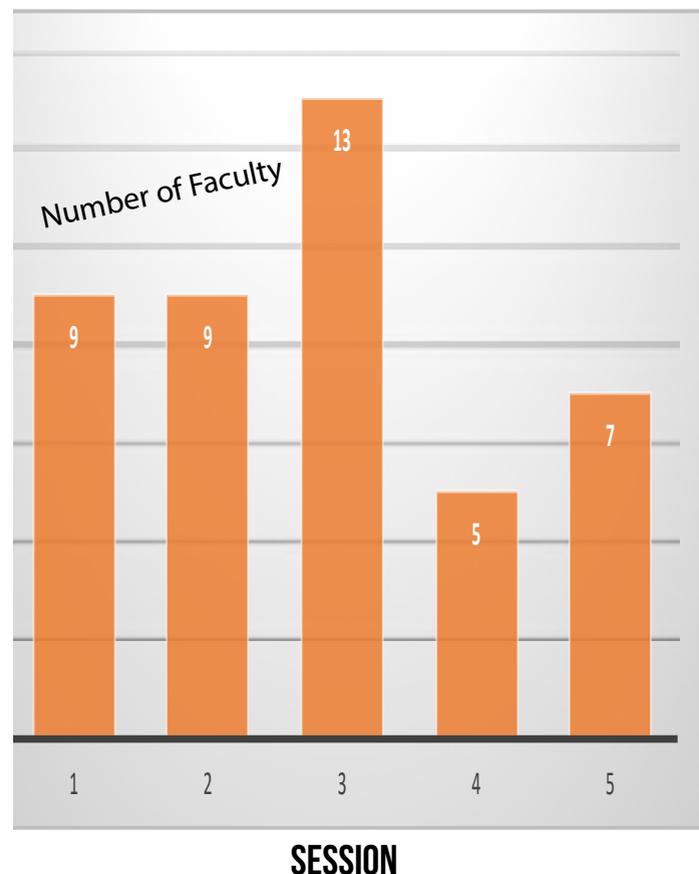
- The two online synchronous sessions via Zoom will be reduced from an hour and 30 minutes to an hour.
- What was previously the first session of the eLearning Series for the past two years titled Teaching and Engaging Students in Video-Conferencing Courses will be moved to a “pre-series” session which will allow a new innovative topic to be addressed in September.
- For the synchronous sessions that have on-site participation, there will be an emphasis to showcase campuses, as well as, faculty who have conducted innovative applications in shared courses.
- There will be at least one session focused on pedagogical practices of teaching in an online asynchronous environment.

By the Numbers

21 unique participants throughout the program
6 attendees participated in 3 or more sessions out of the eLearning Series
4 participants elected to be awarded badges for certification



E-LEARNING SERIES FACULTY ATTENDANCE PER SESSION



soundbite

Dr. Veronica Paz

Session 4 of the eLearning Series focused on exploring and incorporating scenario-based and gamification of learning in higher education courses. Participants learned what scenario-based and gamification of learning was, why this type of learning works, the advantages and challenges of incorporating it into a course, and how to use them effectively. Dr. Veronica Paz, a former ACCTG 211 faculty was a guest presenter who was invited to speak about how she created and embedded gaming elements to motivate learners in her blended learning course. Dr. Paz built flashcards, created hot spots in images and documents, and implemented other H5P techniques to create an environment in which her students were able to practice accounting principles, apply elements of basic accounting to presented scenarios, gain valuable feedback, and take short formative assessments for quiz and exam preparation.



Although Dr. Paz is no longer with Penn State University, she has kept in touch in order to share with us other gamification techniques and activities she has developed.



soundbite

Dr. Veronica Paz

ACCTG 211: Financial and Managerial Accounting for Decision Making was redesigned to a blended format with Dr. Veronica Paz from Penn State Greater Allegheny. Dr. Paz wanted to redesign the course to have a high amount of interactivity for both the in-class and online portion of the course, design the class for adaptability for the blended format, and focus on retention of students and student success.

The focus was redesigning the class to a blended format that reduced the amount of in-class time by 50% to accommodate student schedules while providing interactive and instructionally sound online work. The redesign included a clear format of what to do before class, during class, and after class. In addition to many in-class small-group/large-group exercises, the online portion used this same aspect for self-checks through the use of the show/hide feature of Canvas that presented a question and students click a button show the answer and compare work.

Addition of several H5P aspects that create self-check embedded quiz questions. Quiz question types utilized included multiple choice, drag and drop, free response, and more.

Utilization of Quizizz as a quiz-based online tool that featured a leaderboard to increase participation that featured motivation for class preparation.

As a result, When comparing the students final grade outcome by grade distribution for Spring 2017 vs. Fall 2017, there is an apparent slight increase of grades moving up the scale especially for the amount of A's that increase from 31.55% of the class in Spring 2017 to 36% of the class Spring 2017.

For more information and result highlights, visit: <http://sites.psu.edu/sharedprograms/reach-2017-2018-acctg-211/>

Resources

H5P

<https://h5p.org/content-types-and-applications>

Quizizz

<https://quizizz.com/>

TLT REACH

The TLT Reach Initiative is designed to provide faculty who teach in shared programs with a design team for a period of two semesters. This program provides opportunities for faculty to work with TLT staff in investigating centrally supported technologies and/or emerging technologies to improve the student experience and engagement in a shared course. This program measures student and faculty satisfaction regarding the design, development, and delivery of a shared course that has been created using the REACH process.

By the Numbers

4 in-depth course redesigns conducted for the 2017-2018 academic year

4 in-depth course redesigns started and planned for implementation during the 2018-2019 academic year

program support

Shared programs provided holistic program support by coordinating/holding faculty meetings within particular shared programs, built connections/community in informal campus visits, and aided in the operationalization of the Digital Learning Cooperative.

By the Numbers

5 formal program meetings

1 service as lead on Harrisburg ID Search Committee to build connections / assist with BIOL Shared Program

soundbite

Project Supply Chain

Prior to the Fall 2017 semester, Amy and Marilyn led a special program meeting session on how to teach via video-conferencing to the western Project Supply Chain Management (PSCM) consortia faculty. This focused on creating engaging, meaningful instruction and classroom activities for geographically dispersed video-conferencing courses. Throughout the rest of the multi-day PSCM meeting, the Instructional Designers contributed as valuable assets for items of Canvas, Program Assessment, and a variety of other topics.



soundbite

Dr. Ellen M. Raineri

Last summer, Dr. Ellen M. Raineri, Assistant Teaching Professor of Business at Penn State Hazleton/World Campus, was a newly hired faculty member. Dr. Raineri was assigned to create and deliver a hybrid/blended MKTG 310 (Public Relations and Marketing) very close to the start of the Fall 2017 semester. With no instructional designer at the Hazleton campus, the Shared Programs IDs were seen as an asset to provide an accelerated course design and development process. Through the creation of instructionally sound objects, alignment of creating course content to the course activities and assessments, and along with providing just-in-time Canvas training the course was able to delivered effectively and smoothly. Having the instructor come from industry, the intensive course design process was valuable to collaborate on the creation of assignments and directions, rubrics, aligned quiz questions, online discussion board prompts, and much more.



Shared programs provides a service of working with faculty regarding course development in delivery in shared program as either intensive course designs/redesigns, semester-long collaboration consultations, or high-level guidance consultations on a first-come, first-serve basis. As part of this, the instructional designers work with faculty to design/redesign, develop, and deliver web-enhanced/blended/online courses that provide students with an opportunity to collaborate across campuses.

course development



High-level Guidance

For requests made less than two months in advance prior to the start of the semester. The Instructional Designers meet with the faculty member for guidance/brainstorming as part of an initial meeting, after that guidance is done mainly through asynchronous communications and possibly one or two additional meetings. No in-depth assistance of development is available for this option.



Semester-long Collaborations

For requests made two or more months prior to the start of the semester. The Instructional Designers and faculty member collaborate through the stages of transforming a course to a new teaching modality. An initial meeting and possibly two to five additional meetings as touchpoints will be used to guide faculty through the design process which include things to consider, syllabus, goals and lesson objectives, feedback and assessment, teaching and learning activities, and assembling the components into a coherent whole.



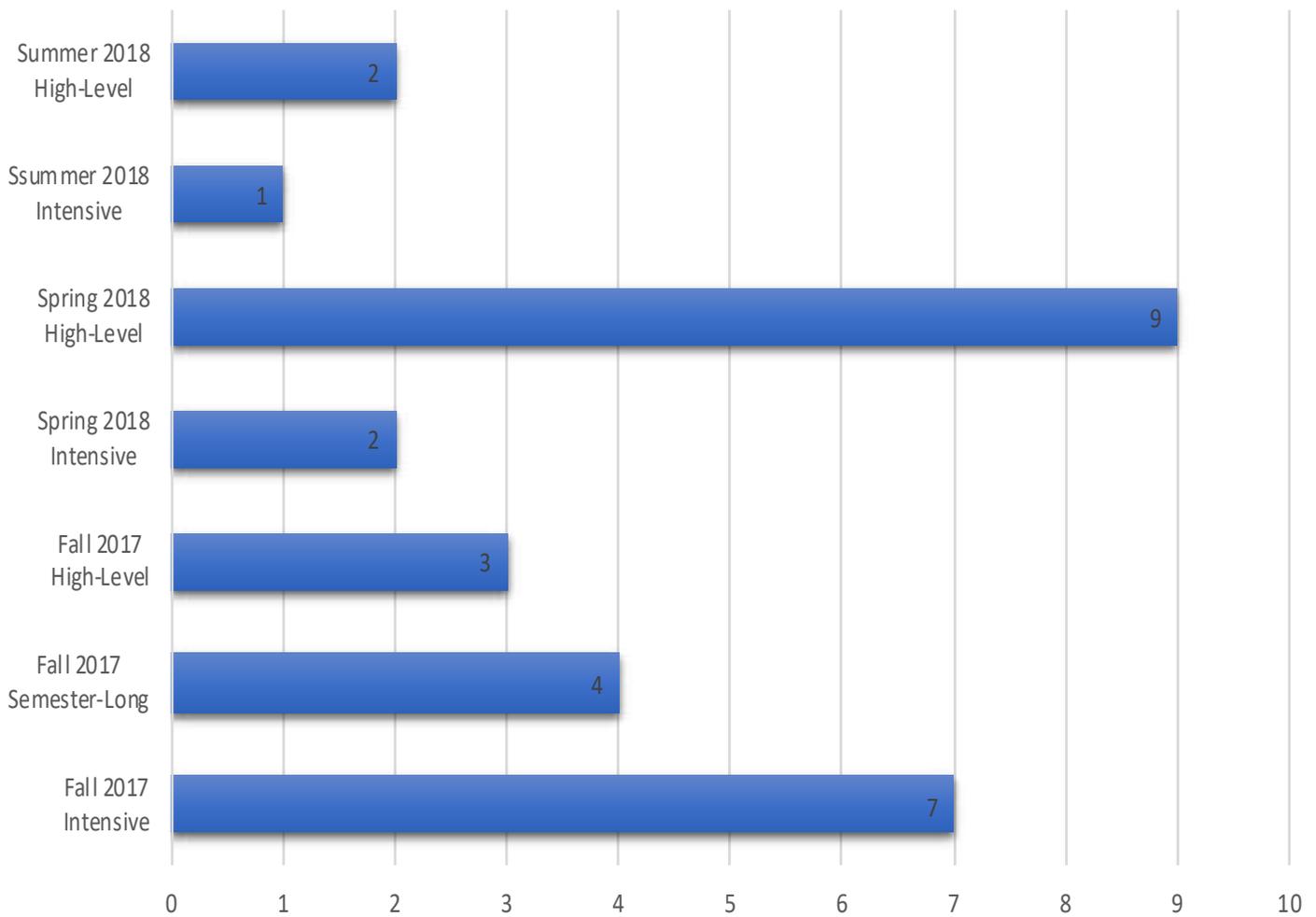
Intensive Course Designs/ Redesigns

For requests made one semester in advance. The Instructional Designers and faculty member work together throughout the design, development, and delivery of a course with many touchpoints across the duration of the process both via asynchronous communications and meetings.

Note that high-level guidance consultations / course support are not tracked, while the comprehensive support courses are documented.

Shared Programs Course Support By the Numbers

Number and Type of Consultations





"Abington Sutherland Building" (CC BY-NC 2.0) by pennstatenews

reviews

Course Quality Review/Teaching Review

One support piece that the Shared Programs instructional designers conduct, but do not heavily advertise due to capacity is the option of a course quality review and/or teaching review of blended/online courses. For the Course Quality Review, the quality assurance of the course design is assessed by addressing the Quality Matters Standards. (footnote: <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>) while the Teaching Review is assessed by following Peer Review Guide for Online Teaching at Penn State (footnote: <https://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>). This guide is based on the "Seven Principles for Good Practices in Undergraduate Education," (footnote: <http://files.eric.ed.gov/fulltext/ED282491.pdf>) a summary of 50 years of higher education research that addresses good teaching and learning practices. The Shared Programs instructional designers hope that workload capacity becomes more adequate in the upcoming academic year to promote this area of support and to conduct a larger amount of reviews as the courses that go through this process have been proved to become exemplars after the process is completed.

HIA Tester

Professor Terry Clemente volunteered to be the early adopter / beta tester for the now publicly available Penn State Hours of Instructional Activity Equivalents (HIA) for Undergraduate Courses (<http://weblearning.psu.edu/resources/penn-state-online-resources/HIA/>). This in-depth process allows those who utilize it the ability to assess if the rigor in their course is adequate along with the balance of instruction time and outside student preparation. For Professor Clemente's online course, she adjusted the course design to try to be close to the 9 hours of instructional activity for a 3 credit course as governed by faculty senate policy.

Professor Terry Clemente

Professor Terry Clemente, Assistant Teaching Professor, Business Administration and Business Internship Coordinator at Penn State Wilkes-Barre has strived to create exemplar online courses. As part of this, she invited the two Shared Programs instructional designers to review MKTG 310: Public Relations in Marketing for both the Course Quality Review and Teaching Review, as well as, be an early adopter / beta tester for the now publicly available Penn State Hours of Instructional Activity Equivalents (HIA).

Regarding the Course Quality Review, Professor Clemente passed a superior 36 out of the 38 Quality Matters Rubric standards unanimously which is a difficult task to achieve. With many exemplar practices being implemented, four highlights are the inclusion of:

- Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
- The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- Course tools promote learner engagement and active learning.
- Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.

Many of these four items are often not included and are beneficial to students whether it is active learning, guidance to get assistance for academic support outside of the course, and guidance for success in an online course.

Beyond the Course Quality Review, Professor Clemente utilized feedback on the principles from Seven Principles for Good Practices in Undergraduate Education including: Principle 3: Good practice encourages active learning. Principle 5: Good education emphasizes time on task (Chickering & Gamson, 1991).

As part of her online course teaching, Professor Clemente focuses on student-student interaction and active learning by going beyond traditional discussion boards in Canvas. She has students conduct peer reviews, do team-based assignments, and collaborate asynchronously through voice and video in addition to text. By doing so, three highlights of Principle 3 include student activities that utilize:

1. Active use of writing, speaking, and other forms of self-expression
2. Opportunity for information gathering, synthesis, and analysis in solving problems
3. Engagement in collaborative learning activities

Chickering, A. W. and Gamson, Z. F. (1991), Appendix A: Seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning*, 1991:63-69. doi:10.1002/tl.37219914708



Committee Work

By Shared Programs Instructional Designers

- Hybrid Learning @ Penn State Working Group
- Learning Management System Academic Transition Steering Committee and Technical Advisory Group
(April 2015-September 2017)
- Committee for selection of Assessment Management System

Accessibility Users Group (AUG)

- Faculty Resources Working Group
- Interactives Working Group
- 360 video/AR/VR Video Accessibility Subcommittee

Faculty Engagement Subcommittee (FES)

- Marketing and Communications
- Hours of Instructional Activity (HIA)
- Faculty Self-Assessment
- Ed Tech Advisor

partnerships and affiliations

Across the Commonwealth Campuses, Shared Programs values its collaboration efforts as an active contributor with various committees, departments, and institutions such as:

- Schreyer Institute for Teaching Excellence
- Teaching and Learning with Technology (TLT)
- Instructional Design Community

soundbite

The Accessibility Users Group (AUG) is a small group that consists of online education staff from across the University who are the accessibility point people for their unit. Members include instructional designers, instructional production specialists/IDAs, multimedia specialists, accessibility consultants, and several web developers. Since its formation in 2014, there are more than 40 members that represent 19 design shops and units. The goal is to use the strengths and perspectives from within the group to identify and implement accessibility solutions and share them across the Penn State community. The goal of the AUG is to have a representative group of members from Penn State's online education community that meets monthly with updates listed on the website <http://sites.psu.edu/accessibilityusers/> which contains resources for those that seek additional information on accessibility organizations and tools.

Program Coordinators

Shared Programs is made possible with the coordination of efforts between the Office of the Vice President of Commonwealth Campuses, the Chancellors, Directors of Academic Affairs, and the campus Program Coordinators.

Thank you for your continued support.

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