Online Learning Committee
2014 - 2015 Summary of Charges & Recommendations

- **Coordinate offering eLearning professional development/training sessions in the Batten Centers including but not limited to: faculty presenters, presenters (internal and external), eLearning administrative faculty, and sharing information via presentations or video from conferences.**
  Committee Recommendation:
  - *List of training ideas for online faculty. These trainings should be conducted by current online faculty members who are using these in their online classroom.*
    - *Bubbles, US*
    - *Mindmaps*
    - *Audacity*
    - *Wikis*
    - *Blogs*
    - *Journals*
    - *Blackboard Collaborate*
    - *Google Docs*
      - *Using docs for group projects*
      - *Google sheets in place of excel*
      - *Google hangouts*

- **Recommend training/professional development requirements for faculty who teach hybrid courses.**
  Committee Recommendation:
  I*dentical training requirements as online faculty: TOP-ELITE. E-Learning to contact faculty who teach hybrid courses but are not certified to teach online (by either completing the required training or having been grandfathered as online faculty). Faculty members are expected to complete this training during the 2015-2016 academic year.*

- **Determine a plan that results in 100 new QM peer reviews annually beginning with the 2015-16 academic year**
  Committee Recommendation:
  Please see attached document for the Committee's recommendation.

- **Recommend options to authenticate student identity in online courses including when to authenticate.**
  Committee Recommendation(s):
  1. *Investigate Acxiom or similar software as student verification method*
  2. *Include a "selfie" assignment where students are required to upload a picture of themselves holding their student or other form of identification. The type of assignment is up to the discretion of the instructor; however the picture can only be viewed by the instructor - i.e. cannot be done as part of a blog or discussion board where other students may view it. The committee asks that Learning Technologies work with the OLC to develop an instruction guide for faculty members.*
  3. *Use Blackboard Collaborate as a proctoring tool. Instructors would create sessions assigned to individual students. Students would have to record themselves taking the assessments. William D. Connner has offered to work with Iris Wang to test this in his summer accounting course*

2015 - 2016 - The committee recommends a thorough review of the current Blackboard Template based on the responses to the OLC's survey, campus and online based meetings. Please see attached document for summary of the committee's findings.