ONLINE INITIATIVE MATTERS

THE NEWSLETTER ABOUT THE LUCAS COLLEGE ONLINE INITIATIVES

Message From the Faculty Director

Last semester, we organized a series of workshops, developed an Online Certification Program, experimented with Respondus LockDown Browser and Monitor, and launched our Marketing and General Business Online Degree to Completion Options. You will be able to read more about the many things we have accomplished in the previous semester in this newsletter.

During this semester, we will expand the number of our workshops (please see the Fall 2015 LCOB Online Education Events Calendar for details), hold information sessions on our Online Certification program, and hopefully run our first Online Certification/ Training Program cohort.

Furthermore, our newly established Online Education Committee will help further fine-tune our policies and procedures regarding online teaching and help promote the many online initiatives at the department/ school levels. Finally, our student assistants will continue to help faculty with their online educational needs.

Thank you for all of your help to make our online initiatives a success. Please don't hesitate to let us know your thoughts about any of our online initiatives. Please enjoy our Fall 2015 *Online Initiative Matters* Newsletter.

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Reflecting on our Spring 2015 Workshops

Once again, we hosted a series of workshops related to Online Teaching during Spring 2015.

Participants of our March 6 and April 24 workshops were able to learn about Camtasia in our Wang Video Studio on the 5th floor of the Business Tower. Camtasia is a screencast software that helps faculty create video presentations. Participants learned about how to use Camtasia to narrate PowerPoint slides, save the end-result as an MP4 file, upload the MP4 file onto YouTube, and finally embed the MP4 file into Canvas, our Learning Management System.

In our April 24 workshop, participants additionally learned about Snagit, a screenshot software. Specifically, they learned about picture recording, picture editing, picture embedding, and simple video recording of PPT presentations using Snagit. Both workshops additionally provided participants with the opportunity to meet our Wang Video Studio Student Assistant, Jenny Vo.

Moreover, we are thankful for the support of our colleagues. With their help, we were able to hold another *Learning from your Peers* workshop on April 9. We had the honor of learning from Miwa Merz (Creating Instructor-Student Interactions in Online Classes), Jing Zhang (Online Quizzes), Prabha Chandrasekar (The Use of LockDown Browser for Online Quizzes), Camille Johnson (Integrating
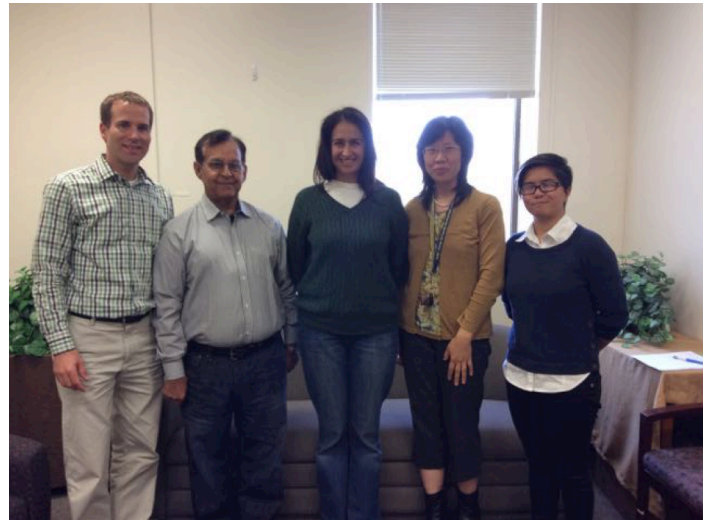
April 24 "Camtasia & Snagit" Workshop Participants

April 9 "Learning from your Peers" Workshop Participants

Learning Outcomes into your Online Classes), and Rick Kepple (Flipped Classroom – Lessons Learned) about important elements of online education.

Please help me thank these wonderful colleagues for sharing with all of us some of the things they are doing in their online classes.

We will be offering more workshops related to online education this semester. For specific topics and dates please see the LCOB workshops in the events calendar in a later

section of this newsletter.

You will be able to find the presentations of the "Learning from your Peers" workshop along with (video and pdf) tutorials on Camtasia on our website at www.sjsu.edu/cob/online . Please see the "Resources" link for our LCOB online training resources. These training resources are password protected. We will share this password with all of LCOB faculty in a separate email.

Experimenting with Respondus LockDown Browser and Respondus Monitor : Focus Group Findings

Our last newsletter featured a contribution on ProctorU. The results of our ProctorU study suggested that we look into an alternative to ProctorU to administer online exams.

Consequently, we hosted a focus group during Summer 2015 (N=16) to learn more about the use of Respondus LockDown Browser (RLDB) and Respondus Monitor (RM). The former locks a student's browser when taking a test to avoid web searches and access to other documents on a computer. The latter records a video of the student taking the test. RLDB and RM are different from ProctorU in that no proctor talks to students before, during, and

after a test and that no live- proctoring takes place. Student identities, however, can be verified with both solutions.

In our focus group, we learned that students did encounter difficulties installing the RLDB and RM software despite the fact that they followed instructions given to them.

However, once the software was properly installed on their computers, taking the tests with RLDB and RM was not a problem. All students felt awkward at first about being video recorded, but they forgot about it after the first several test questions. Overall,

students didn't mind being video recorded. Of the 16 students, 14 students (87.5%) were fine being video recorded while taking their exam. Only two students (12.5%) didn't like the idea of being filmed while taking the test.

Most students (81.25%) indicated that they would not mind the use of RLDB and RM in their online classes. In fact, the focus group participants expect some kind of monitoring mechanism for online exams and quizzes.

We also learned that all focus group participants felt that taking a test using RLDB and RM was less of an invasion into their privacy and less stressful in the actual set-up than using ProctorU.

An additional insight was that students, overall, agreed that the use of RLDB and RM increased their learning outcomes, as (1) they weren't able to search the web or other documents on their computer for responses and (2) prepared more thoroughly for the actual test.

Given these initial focus group findings along with Jennifer Bechkoff's study findings (please see her study findings in the following), we do recommend that online teaching faculty use RLDB and RM when administering their online quizzes and exams. In addition, to avoid initial set-up problems with RLDB and RM, we suggest that faculty offer students a practice test prior to the actual test to avoid any set-up difficulties and anxieties.

Using Respondus Monitor to Curb Academic Dishonesty Online

by Jennifer Bechkoff

Anyone who teaches online knows how difficult it is to curtail academic dishonesty. Sure you can tell the students not to confer with one another nor use Google to look up answers, but how can you enforce it? One method is through online assessment monitoring using Respondus LockDown Browser (RLDB) and Respondus Monitor (RM). (Sidenote: SJSU just purchased unlimited seats of the software for our use!) RLDB locks a student's browser so they can only access the test at hand while RM records

video (via the student's webcam and microphone) of them taking the assessment. But is it effective? This is the question I set out to answer.

Method

I compared two online consumer behavior courses (BUS2 134A) containing a total of 67 students, one which utilized RLDB & RM and one that did not. I used an independent samples t-test to compare their quiz grades

and test-taking times across 13 quizzes. Each student was allotted 15 minutes per quiz and each quiz was worth 10 points.

Results

When monitored, student grades dropped nearly half a letter grade (4.7%) [Ms = 8.53pts vs. 8.06pts, $t(65)$ = 1.974, p = 0.05] and test-taking time increased by nearly two full minutes (13%) [Ms = 8min 26sec vs 10min 24sec, $t(24)$ = -3.847, p < 0.001].

Conclusion

This lends support to the effectiveness of online assessment monitoring in reducing academic dishonesty. When students are monitored, it is much more difficult to conceal their use of Google or someone else's help, for example; thus, their grades decrease. In addition, the lack of ease in determining quiz answers results in an increase in test-taking time.

Limitations

One other variable could explain my results and that is social anxiety, which is an intense nervousness that arises out of fear of being watched and/or judged. I am currently in the process of investigating the role social anxiety played in these results.

If you teach online and give timed assessments that require students work independently and without the use of other electronics, I highly recommend giving Respondus LockDown Browser and Respondus Monitor a try.

**Jennifer Bechkoff, Associate Professor
of Marketing**

Online Certification Program

During Spring 2015 and Summer 2015, we developed an online certification program that faculty who already teach online or want to teach online can go through. It is a self-paced three-week course. It is built upon our following online teaching standards (for more information about these standards, please visit the "Toolkit" section on our website at www.sjsu.edu/cob/online):

1. Leaner Support and Resources
2. Course Design & Structure
3. Course Content
4. Student Assessment
5. Instructor Contribution to Course Content and Student Learning
6. Interaction & Collaboration
7. Instructor Feedback
8. Use of Student Feedback

Faculty who go through this online certification course will learn about all kinds of online-related policies, develop a syllabus for an online course of their choice, design the course in our Learning Management System, develop course-level and module-level learning objectives, align course content with learning objectives, create accessible assignments, set up opportunities for learner2learner and instructor2 learner interactions, and learn about administering surveys to solicit student feedback.

As part of this online certification course, faculty will further learn about and apply such technologies as Canvas, Snagit, Camtasia, WebEx, Google Drive (Docs), Google Forms, and Qualtrics.

We believe that online instructors can be best prepared to teach online when they (1) take an actual online course themselves before developing and teaching an online course on their own and (2) are familiar with all kinds of technologies and policies related to online education.

Going through this online certification course will require a significant time commitment from faculty. As is the case with any class our students take, this class requires faculty to submit homework assignments, take quizzes, and work on specific projects.

If you like to learn more about the online certification course, we will offer the following two information sessions during Fall 2015:

1. **Friday, November 06,** 11:30am – 12:30pm, BBC 302: Online Certification Program Information Session I
2. **Friday, December 04,** 11:30am – 12:30pm, BBC 302: Online Certification Program Information Session II

Introducing our Wang Video Studio Student Assistants

Jenny Vo

"My name is Jenny Vo. I'm currently a 5th year corporate finance major and have been working as the Wang Studio's student assistance for over two years now. Through this time, I mainly specialize in assisting with editing in Camtasia Mac and Studio. It is my pleasure to help any LCOB member. On a non related note, I am an avid board gamer and love to casually bowl."
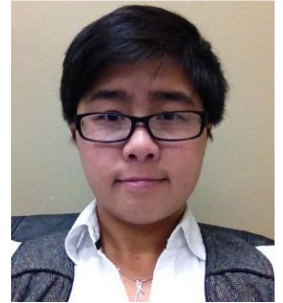
Jenny Vo

Prashanth Mudelli

"Greetings Everyone! I am Prashanth Mudhelli pursuing Masters in Software Engineering. I am from India and have joined SJSU in Spring 2015. I love to travel and follow tennis. I have visited almost all the famous places around San Jose and ready to explore other parts of California and US. If you are a tennis enthusiast, hope you loved Djokovic winning US Open this year. 'Let the beauty of what you love be what you do' is my motto. Keep Smiling :) "

Prashanth Mudelli

Pankaj Singh

"My name is Pankaj Singh. I am currently pursuing masters degree in Software Engineering from SJSU. I have 3.5 years of experience in the IT Industry. I am a person filled with curiosity. I like exploring and analyzing new technologies. I like travelling and exploring new places and learning about new cultures and people. I love hiking, trekking and adventure sports like rafting, kayaking, paragliding. I like to play table tennis in my free time."

Pankaj Singh

Fall 2015 Lucas College of Business Online Education Events Calendar

Setting up an online class isn't easy. Converting an already existing offline class to an online class is very challenging as well. This is particularly true if we aim for high quality online course offerings.

To overcome such challenges, it is helpful to attend workshops that are touching upon topics relevant for online teaching and course development. We have put together the following lists of workshops. The first list of workshops (Fall 2015 Lucas College of Business Online Education Events Calendar) is from the LCOB for our LCOB faculty only. The second list of workshops (Fall 2015 SJSU Online Education Events Calendar) is from eCampus for all SJSU faculty.

All workshops have in common that they touch upon different elements of online teaching. Some of the workshops introduce software that helps faculty develop online teaching materials. Other workshops introduce specific features of our Learning Management System Canvas.

As the LCOB online courses are set up in Canvas and course materials need to be adjusted to fit the online teaching environment, we believe that both types of workshops are critical.

Lucas College of Business Workshops

All workshops are hands-on and require an RSVP. Reminders will be sent ahead of time.

1. **Friday, October 09** (10am – 11am), BBC 302: Building Course Content using Snagit

2. **Friday, October 16 (**10am – 11am), BBC 302: Student Assessment – Lockdown Browser & Monitor

3. **Friday, October 30 (**10am – 11am), BBC 302: Building Course Content using Camtasia

4. **Friday, November 06** (10am – 11am), BBC 302: Learning from your Peers

5. **Friday, November 13** (10am – 11am), BBC 302: Interaction & Collaboration using WebEx and Google Hangout

6. **Friday, November 20** (10am – 11am), BBC 302: Giving Feedback using Rubrics, SpeedGrader & CrocDoc, & Turnitin

7. **Friday, December 4** (10am – 11am), BBC 302: Soliciting Feedback using Qualtrics and Google Forms

Fall 2015 SJSU Online Education Events Calendar

eCampus Workshops

For registration (required) and details see:

http://www.sjsu.edu/at/ec/aboutus/ecampusevents/index.html

- Friday, September 25: Conversations about Learning Experience Design

- Tuesday, September 29: Canvas III: Assignments and Grades (Online)

- Wednesday, September 30: Camtasia: Session 1 (Getting Started with Camtasia), Session 2 (Deeper Dive with Camtasia), and Session 3 (Using Video in your Classroom)

- Thursday, October 1: Innovation and Collaboration Expo for Teaching and Learning 2015; 11 ½ Free Tools for Testing Website Accessibility

- Friday, October 2: Innovation and Collaboration Expo for Teaching and Learning 2015

- Monday, October 5: WebEx 1: Introduction to Meeting Center

- Wednesday, October 7: Introduction to InDesign, LockDown Browser & Respondus Monitor: Prevent Cheating During Online Exams

- Thursday, October 8: 10 Tips for Creating Accessible Online Course Content; Camtasia II: Editing in Depth

- Friday, October 9: Introduction to Lightroom, Introduction to Photoshop, Camtasia I: Getting Started with Camtasia Studio

- Monday, October 12: Collaborative Event: Stanford 2015 ATXpo: Ideas with Impact

- Wednesday, October 14: Canvas IV: Discussions, Chat, Collaborations, and Conferences (Online)

- Thursday, October 15: Introduction to Adobe Premiere

- Thursday, October 22: WebEx II: Introduction to the Training Center

- Friday, October 23: Conversation about Learning Experience Design

- Wednesday, October 28: Canvas I: Getting Started with Canvas

- Friday, November 6: Canvas Design Tips and Best Practices (In-person and Online)

- Monday, November 9: Canvas II: Files, Modules, and Pages (Online)

- Tuesday, November 10: WebEx I: Introduction to Meeting Center

- Tuesday, November 17: Camtasia II: Editing in Depth

- Wednesday, November 18: Getting Started with Qualtrics (Online)

- Friday, November 20: Getting Started with Next Generation Classrooms; Conversations about Learning Experience Design

- Monday, November 23: Getting Started with Criterion (Online)

- Tuesday, November 24: Canvas III: Assignments and Grades (Online)

- Monday, November 30: Camtasia I: Getting Started with Camtasia Studio

- Tuesday, December 8: WebEx II: Introduction to the Training Center

- Friday, December 11: Canvas IV: Discussions, Chat, Collaborations, and Conferences (Online)

Additional LCOB Resources

Prabha Chandrasekar, our LCOB Mediated Learning Assistant, continues to offer one-on-one meetings on Canvas per request.

In addition, Prabha has tentatively scheduled the following Canvas WebEx Sessions for our LCOB faculty:

- 10/13 Tuesday - Groups Overview and How to set up Groups in Canvas.

- 10/28 Wednesday - Quizzes - How to set up a random section quiz in Canvas.

- 11/12 - Thursday - How to enable RLDB and Monitor for your Online Quizzes in Canvas.

- 11/20 - Friday - Deeper Dive into Quizzes and Question Banks in Canvas.

- 12/03 - Thursday - How to set up a your own letter grade scheme in Canvas.

If you need Camtasia, SnagIt, etc. please contact Nick van Eyck's office at lcob-bttechserv-group@sjsu.edu .

Online Initiative by Numbers: How many classes in the Lucas College of Business are taught online during Fall 2015?

The following table shows the total number of classes offered by the Lucas College of Business across the different departments/ schools during Fall 2015.

It also shows the total number of online and

hybrid classes offered across the different academic areas.

Finally, it displays the different online/ hybrid class titles along with the online/ hybrid class instructors across departments/ schools.

Subject	Total Classes	Total Online Classes	Total Online Classes as Percent of Total Classes	If Online, Number of Different Class Titles	Hybrid Classes	Online and/or Hybrid Class Titles	Online/Hybrid Class Instructors
Bus	52	4	8%	3	0	225K, 235C, 235D	Annette Nellen, David Czerwinski, Kenneth Gehrt
Bus1 - A&F	92	1	1%	1	0	125A	Catherine Lycurgus
Bus2 - Mktg	70	20	29%	8	1	130, 131D, 134A,134C, 137A, 137S, 138, 190, & 134B as Hybrid Class	Marilyn Easter, Miwa Merz, Michael Merz, Jenniffer Bechkoff,Wen-Ya Wang, Hao-Wei Chen, Jing Zhang, Ann Kalinowski, David Czerwinski,
Bus3 - Mgmt	86	6	7%	3	0	12, 80, 186	Richard Okumoto, Jacqueline Snell, Michael Hill, Inae Yang, Carlos Sanchez
Bus4 - MIS	43	0	0%	0	0		
Bus 5 - GIL	56	8	14%	4	0	144, 187, 140, 146	Ming Zhou, Alaka Rao, Inae Yang, Arvinder Loomba, Ziaoying Qi

Source: Data taken from the MySJSU database (data accessed on September 29, 2015)
Note 1: "Individual Study (Problem)" sections were removed across subject areas to give clearer picture
Note 2: Classes with Course Mode "Online - TBA w/Few Campus Mtg" and "Online Only - TBA Mtg Pat" were treated as Online Classes; with Course Mode "In Person" as Offline Classes; and with Course Mode "2Pat-Mtg Pat&TBA-See ClassNote" as Hybrid Classes.
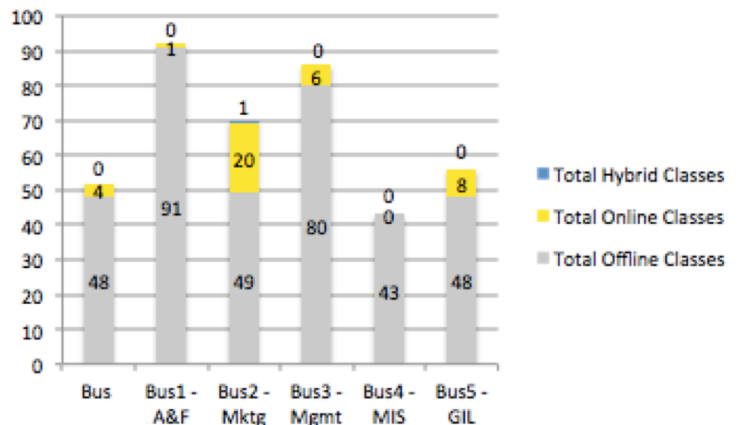
Online Class Offerings

The data suggests that out of the 52 graduate classes, 48 are offline and 4 are online.

Of the 92 A&F classes, 91 are offline and 1 is online.

Of the 70 Marketing classes, 49 are offline, 20 are online, and 1 is hybrid.

Of the 86 Management classes, 80 are offline and 6 are online.

Of the 43 MIS classes, all are offline.

Of the 56 Global Innovation & Leadership classes, 48 are offline and 8 are online.

are offered during Fall 2015 (down from 6 online/hybrid course titles in Spring 2015).

Online Class Titles

At the undergraduate level, the Lucas College of Business offers a total of 19 different online course titles (that's 7 more than in Spring 2015) and 1 hybrid course title (same as Spring 2015). Of those 20 online and hybrid course titles, A&F offers 1 (down from 2 in Spring 2015), Marketing 8 (up from 6), Management 3 (up from 2), MIS 0 (down from 1), and Global Innovation & Leadership 4 (up from 2). At the graduate level, a total of 3 online course titles

Online Class Instructors

A total of 21 different instructors teach online and/or hybrid classes in the Lucas College and Graduate School of Business (up from 17 in Spring 2015). At the graduate level, 3 instructors teach online classes (down from 5). At the undergraduate level, 1 A&F instructor (down from 2), 9 marketing instructors (up from 6), 5 Management instructors (up from 2), 0 MIS (down from 1), and 5 GIL instructors teach online and/or hybrid classes (up from 3).

Online Initiative Updates: What is currently happening?

Online Education Committee

As part of our Online Initiatives for the LCOB, we have formed an Online Education Committee with representatives from each department/ school. This Online Education Committee has the following responsibilities:

- Review existing policies related to our online initiatives

- Develop new policies, as necessary, related to our online initiatives
- Select online course development grant recipients
- Promote our online initiatives at the departmental/ school levels
- Consult with faculty regarding all online initiative matters (e.g., online teaching)

- Support Department Chairs/ School Directors as appropriate with implementation of our online initiatives

As part of his function as Director of Online Initiatives, Michael Merz will be coordinating and chairing this committee. Malu Roldan will serve as an Ex-Officio member of this committee.

Degree to Completion Option

We continue to work on providing our students with the possibility to complete their concentrations fully online. This means that students will eventually be able to take all of their upper division classes (e.g., 60 units of the total of 120 units needed for the B.S. in Business Administration degree) as online classes.

We are excited that we launched the Marketing Concentration Degree to Completion Option at the beginning of this fall semester. We are working on launching the Degree to Completion Option for our other LCOB concentrations in the coming academic years. Please help

spread the word about the Marketing Degree to Completion Option. For more information on the Marketing Degree to Completion Option, please visit our website at www.sjsu.edu/cob/online .

Online Certification

This has been in the works for some time but we are excited to be launching our Online Certification course this semester. The course will still need to be reviewed by several constituents prior to opening it up to all of LCOB but we are hopeful to offer our first full course toward the end of this semester.

As mentioned elsewhere in this newsletter, the online certification course will provide all LCOB faculty with the opportunity to become "certified online instructors". By offering this three-week self-paced online course, we hope to best prepare our online instructors for their online instruction assignments.

For up-to-date information about the Online Certification Course, please visit our website at www.sjsu.edu/cob/online.