Online and Blended Learning Services and Resources

Online and Blended Institutes:
Based on best practices and sound pedagogy, the CIT’s immersive institutes for online and blended course development help faculty develop quality online or blended courses that challenge and engage student learners. During the institutes, faculty participants consult with CIT’s two PhD Instructional Technologists, other CIT staff, who have degrees and experience with instructional design and learning theory, and experienced peer mentors to develop strategies for teaching and learning in an online or blended environment, design learning activities and select appropriate instructional technologies, which all support the instructional objectives of the course. In addition, the CIT provides production support for the design and development of online and blended courses.

The CIT is currently using an adapted version of the Quality Matters rubric (QM), which is nationally recognized, faculty-centered, and peer reviewed, to assess the quality of the online course and online components that are developed through the institutes. The QM rubric directly maps to the instructional objectives of the CIT institutes.

Purpose of Institutes:
- Institute for Online Course Development – Provides an opportunity for faculty to develop a quality online course using best practices, sound pedagogy and appropriate learning technologies.
- Institute for Blended Course Development – Phase I provides an opportunity for faculty to learn about blended learning including best practices, pedagogy and learning technologies. Optionally, Phase II provides an opportunity for faculty to develop a quality blended course.
- Customized Institute for Online or Blended Course Development – Provides an opportunity for faculty in a department to design and develop a course together or design and develop several courses using best practices, sound pedagogy and appropriate learning technologies.

Additional Customized Trainings:
The CIT provides customized training for departments who target a specific topic related to distance or blended learning. Trainings include best practices for teaching in an online and blended learning environment, as well as support for technologies and tools that help faculty members and departments reach instructional goals.

Online & Blended Course Development Refresher
This workshop series is especially designed for past institute participants who wish to update their knowledge and skills or are in the process of developing an online or blended course. The series focuses updated best practices and technologies, strategies for the progression from teaching blended courses to fully online or from teaching online to a blended mode, as well as updated pedagogy for online teaching.

Consultations:
Individual consultations primarily involve CIT’s two PhD instructional technologists that consult with faculty to redesign and develop online and blended courses and course components. In 2011 the CIT consulted with 64 individual faculty for a total of 141 hours.
**Total Institutes** (Customized, Online and Blended): 27

**Total Institutes by Type:**
- Online: 11
- Customized Online: 11
- Blended: 4
- Customized Blended: 1

**Total Institutes by year:**
- 2003 - 1
- 2004 - 2
- 2005 - 3
- 2006 - 1
- 2007 - 3
- 2008 - 2
- 2009 - 4
- 2010 - 6
- 2011 - 5

**Total Faculty:**
- Customized, online and blended: 222
- Departments represented by faculty: 35

**Total Faculty by type:**
- Online institute: 117
- Customized online institute: 62
- Blended institute: 36
- Customized blended institute: 7

**Total Faculty by year:**
- 2003 - 10
- 2004 - 23
- 2005 - 22
- 2006 - 12
- 2007 - 19
- 2008 - 16
- 2009 - 34
- 2010 - 46
- 2011 - 40

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**DEFINITIONS—**

**SCEHV:**

- **Face to Face**
  For formal instruction, the instructor and learner share the same physical space more than 50% of the time.

- **Distance-Hybrid**
  For formal instruction, the instructor and learner share the same physical space less than 50% of the time.
  Electronic delivery is used for the balance of instruction.

- **Distance-Electronic**
  Apart from a face-to-face orientation or initial class meeting, for formal instruction, the instructor and learner use electronic means to interact 100% of the time.

**Sloan-Consortium:**

Online courses are those in which at least 80 percent of the course content is delivered online.

Face-to-face instruction includes courses in which zero to 29 percent of the content is delivered online; this category includes both traditional and web facilitated courses.

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