

### **Online Course Development Case Study I**

**Institution:** Member of State University of New York system

**Program:** Marketing Degree Program

**Challenge:** Students in this program increasingly demanded for online courses solutions for the completion of their degree but 2 elements of resistance persisted:

- Lack of experience in the Marketing department for conceiving, producing, publishing and teaching online courses
- Suspicion on the academic efficiency of online teaching

**Approach:** Proposed a new online course for a key marketing communication discipline (which was and is going through dramatic changes with the explosion of Digital Marketing) **following the key below principles...**

- Keep **integrating the key “best practices” principles of effective learning** (active learning, real life project assignments, mastery theory, etc.) to boost concepts integration
- Leveraging the **power of online and mobile accesses** for finding information, trends, news, data, etc. relevant to the Sales Promotion topic and enabling to analyze/illustrate properly the “actual” role and impact of Sales Promotion as part of the Promotion Mix

**And with the following strategies:**

- **Provide the students with an online class environment as engaging and stimulating as the face to face course**
  - Pre- recorded multimedia lectures with “presence” of the teacher in the lecture
  - Emails
  - Course collaborative wiki or blog/ Discussion Boards
  - Work on actual “real life” projects with “real life” businesses or agencies
  - Etc.
- **Leverage best practices for online social interactions (communities & networks) and online learning (online presentations & online tutoring) to maintain and improve the impact of the teaching activities onto students learning**
  - Virtual presenters
  - Virtual team Projects through webinar, video calls, virtual teams, online whiteboards, etc. through Google Docs, Mikogo or Skype, etc.
  - Etc.
- **Leveraging the power of data gathering associated with 100% online interactions to track “real-time” students’ engagement and performance and “personalize” learning activities/assignments to insure a full achievement of the course objectives for each student.**
  - Students engagement & performance tracking
  - Personalized student’s “baseline” learning acquisition management

**Results:** Under students’ demand, the online class frequency was increased from 1/ major semester to 1/ all semester (Fall-Winter-Spring & Summer)...to soon 2/semester.