

Online Course Development Case Study II

Institution: Member of State University of New York system

Program: Advertising Degree Program

Challenge: Students in this program increasingly demanded for a better online course for an Introduction to Advertising class, that is needed 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 revamped approach for an existing online course for a key marketing communication discipline **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 revamped online class has been reassigned to Professor Rejaud and the frequency was increased from 1/ major semester to 1/ all semester (Fall-Winter-Spring & Summer).