Defining Roles for Online Learning

Education is evolving. As new innovations happen, educational materials need to be revised and adapted to facilitate new learning as do the people involved in these endeavors.

The following information is compiled from a literature review and interviews with UB faculty, designers and staff.

The GSE Model of Online Education includes four main components:

a. Administrator/Chair/Program Director
b. Faculty Member
c. Instructional Designer
d. Support Staff

Main duties of each person in the online learning environment:

Administrator/Chair/Program Director

- Approve hiring of new adjuncts
- Approve new offerings or sections of courses
- Monitor evaluations of the courses and offer feedback
- Initiate the refresh of online courses per the cycle determined

Faculty Member (FM)

- Content Expert
- Learning goals/objectives
- Best person to develop content then work with designer to make best course
- Answer questions related to material
- Update Content and Syllabus
- Grading/Rubrics
- Student Forms
- Individual Student Accessibility
- Content Coach
- Motivation
- Interaction with and about content
- Provide SS with students to watch/help
- Archive & load classes
- Academic honesty

Instructional Designer (ID): Faculty/Staff and student focus

- Build courses
- Training materials
- Research and evaluate new e-learning materials/multimedia tools
- Teach about online resources/tools/possibilities
- Go to faculty to help/support them with courses and tools
- Create training for online instructors/adjuncts
- Create videos for "new to online" students, staff, faculty
- Help with new program development
- Templates for regularly used items – i.e. syllabi, checklists, forms
- Help moving seated classes to online classes
- Help with planning phase of any class not just online
- Help creating videos for courses
- Training for all involved in online learning
- Assess training needs using surveys and student and faculty feedback
- Resource creation for FAQs, library information, support services
- Training for new faculty in GSE involved in online teaching
- Course review: create cycle and implement review process, help with suggested upgrades
- Conduct needs assessment for classes
- Help with learning and assessing tools in UBLearns and other tools supported by UB
- Troubleshooting technical difficulties and issues with UBLearns
- Researching online development trends and suggest changes, classes, new technology where appropriate
- Research new areas for development – inform GSE of best practices
- Track competitor schools' programs and offerings to help GSE remain competitive
- Support and implement tools for academic honesty

Support Staff (SS) – (change name to Student Support Specialist)

- Provide same set of services as on-campus support for students
- Decrease the divide between on-campus and online support services
- Track students in cohort for retention, issues, support
- Conduct an online student orientation both on-campus and online
- Speak with prospective students about programs, supports, possibilities
- Build relationships with the students and the larger UB community
- Support basic needs and inquiries for faculty and adjuncts
- Development of FAQs and automated responses
- Help with overall understanding of the university policies and procedures
- Help students understand how to use the technology effectively
- Help students with program and degree requirements
- Help students find the "who" to go to…. for related issues
- Tracking students/ reaching out to those that "fade away"

- Help with student technical issues/questions
- Help with student forms, deadlines, paperwork
- Track student numbers in programs for enrollment & retention; provide reports and suggestions with the data collected to PD/Administration
- Identify areas of growth for supporting students in both on-campus and on-line environments
- Adjunct support/training as related to student needs
- Track student feedback to support online learners and instructors
- Track and report on numbers and trends in online learning to support course scheduling process
- Outreach/ Open house presence to support recruitment director
- Support students' needs through all mediums – chat, phone, email, ….
- Communicate with HR specialists to help support Adjunct Instructor needs
- Build relationships with all units involved in supporting students
- Develop, implement and share student support strategies with GSE

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