Bridging Campus and Online Pathways with Technology and Infrastructure

Kimberly Beck, Kevin Tuohy, Evan Kinch, Cathy Holland, Angela Ockerman
Butler University College of Pharmacy and Health Sciences

Introduction

The didactic phase of the Butler University online pharmacy pathway is 8 terms; fall, spring, summer for the P1 and P2 years and fall and spring for the P3 year. Our first online cohort matriculated in fall 2022. With the assistance of an Online Program Management company (OPM), we began our online course builds in January 2022. Technology use for course builds and online teaching is supported by our in-house technology department. Faculty offices were remodeled to support online course building and teaching.

OPM Course Build Support

The OPM supports faculty in online course builds in the following areas:

Instructional Design

Media Creation

Embedded Assessments	Interactive Learning (Gamification)	Video for Engagement

Copy Editing

Canvas Course Term Preparation

Academic Partnerships Support

Academic Partnerships (AP) is a Butler University department dedicated to providing instructional technology and pedagogy support for faculty across the university. Its staff members serve as expert consultants, assisting faculty in leveraging technology for effective instruction. AP supports faculty in the following areas:
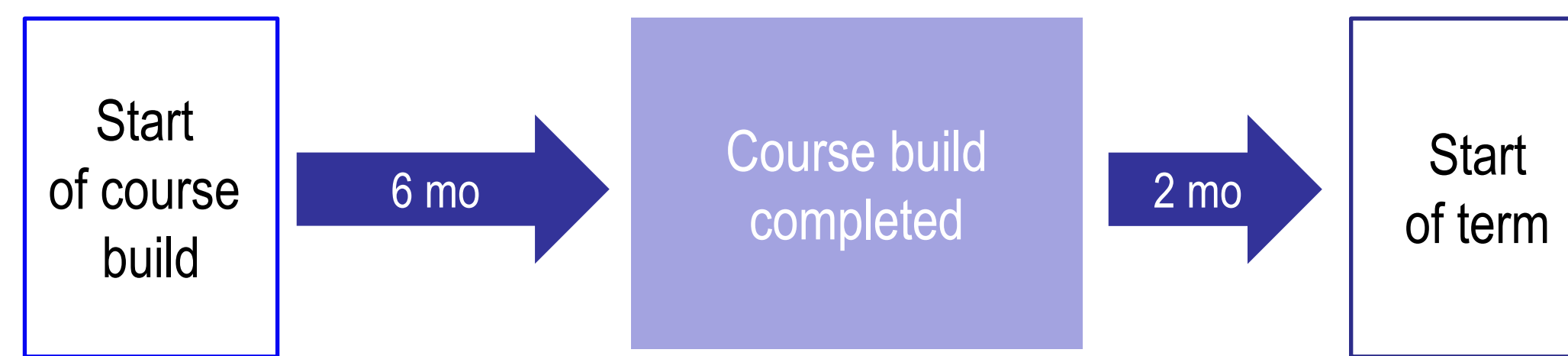
Technology Consultation

Faculty Training and Workshops

Classroom Instruction

On-Demand Self-Help Resources

Online Course Build Timeline

Start of course build → 6 mo → Course build completed → 2 mo → Start of term
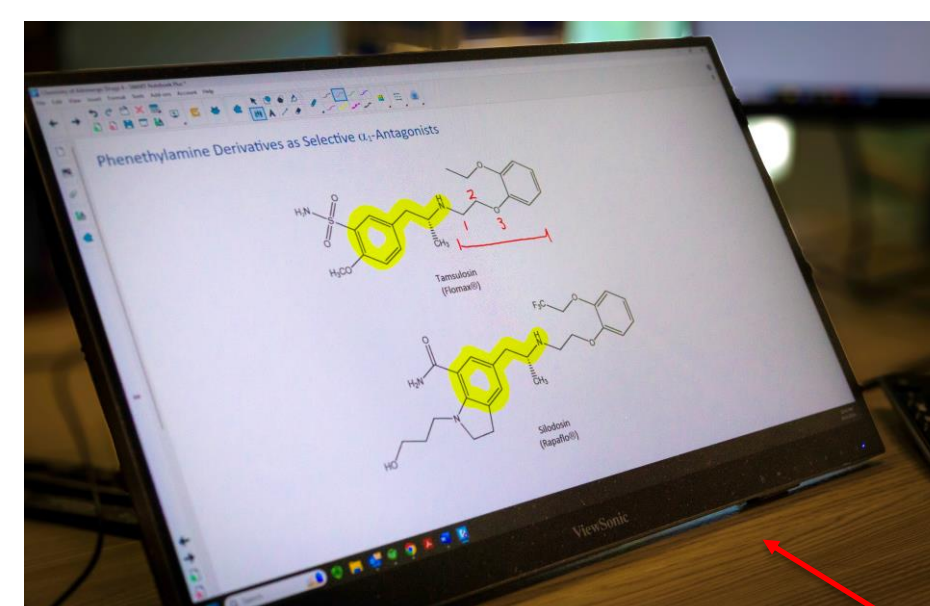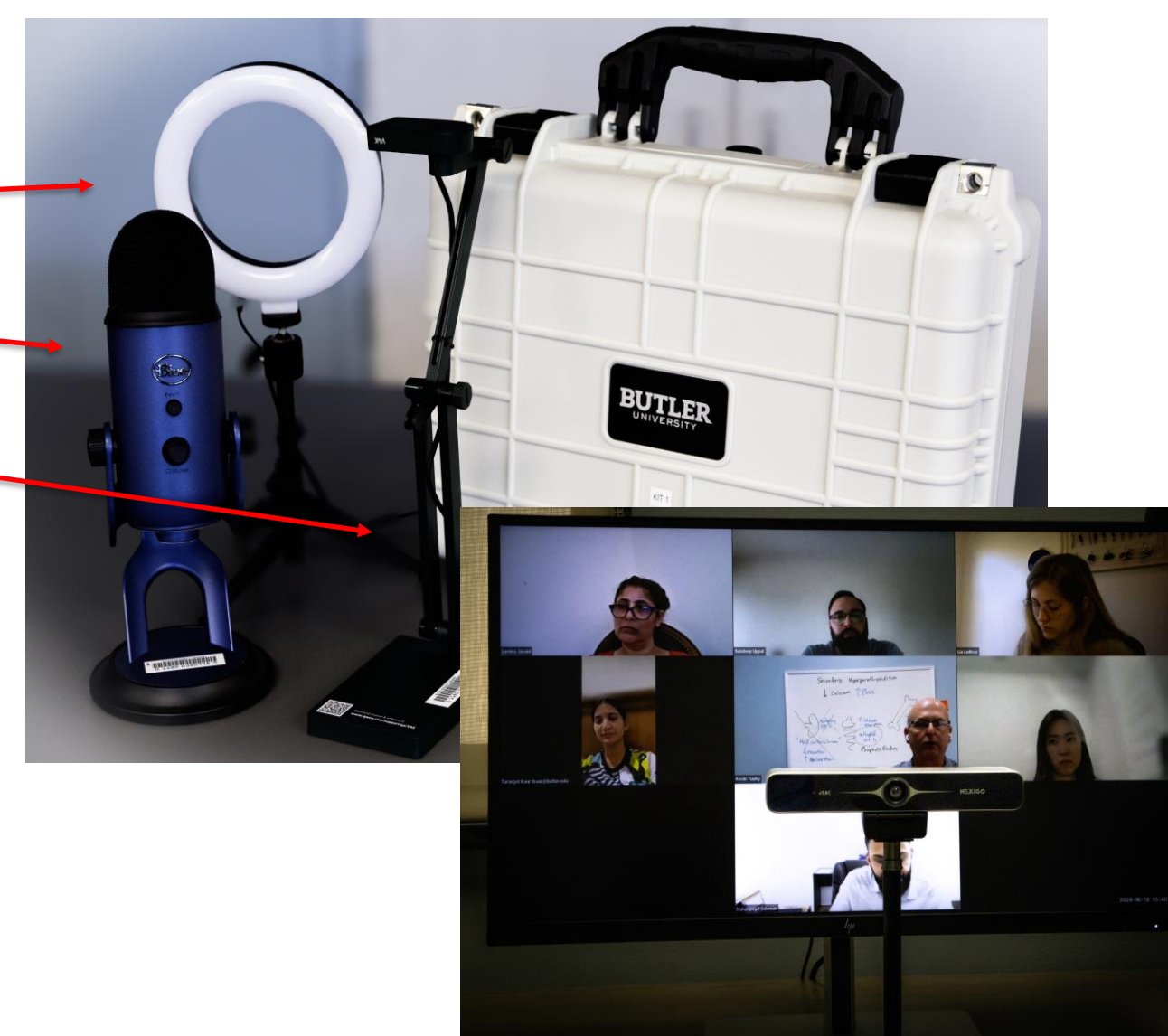
*Currently 7/8 waves have been completed for 7/8 terms. Wave 8 began June 2024.

Infrastructure Support

Media kits available to be checked out from the Butler University Science Library:
- Ring light with stand
- Blue Yeti Microphone
- USB Hub
- IPEVO 4K document camera
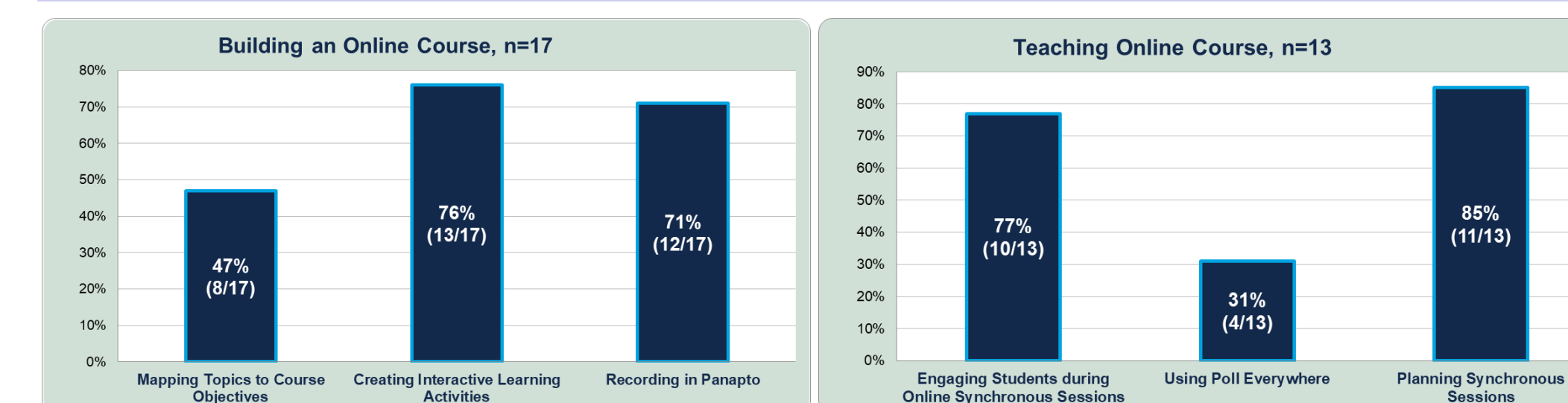- Green screen that attaches to back of chair

Custom office remodels:
- Dual monitors for faculty teaching online
- 24-27 in monitors for increased screen space
- ViewSonic monitor for writing/touch screen capability
- Height adjustable desks (HAD)
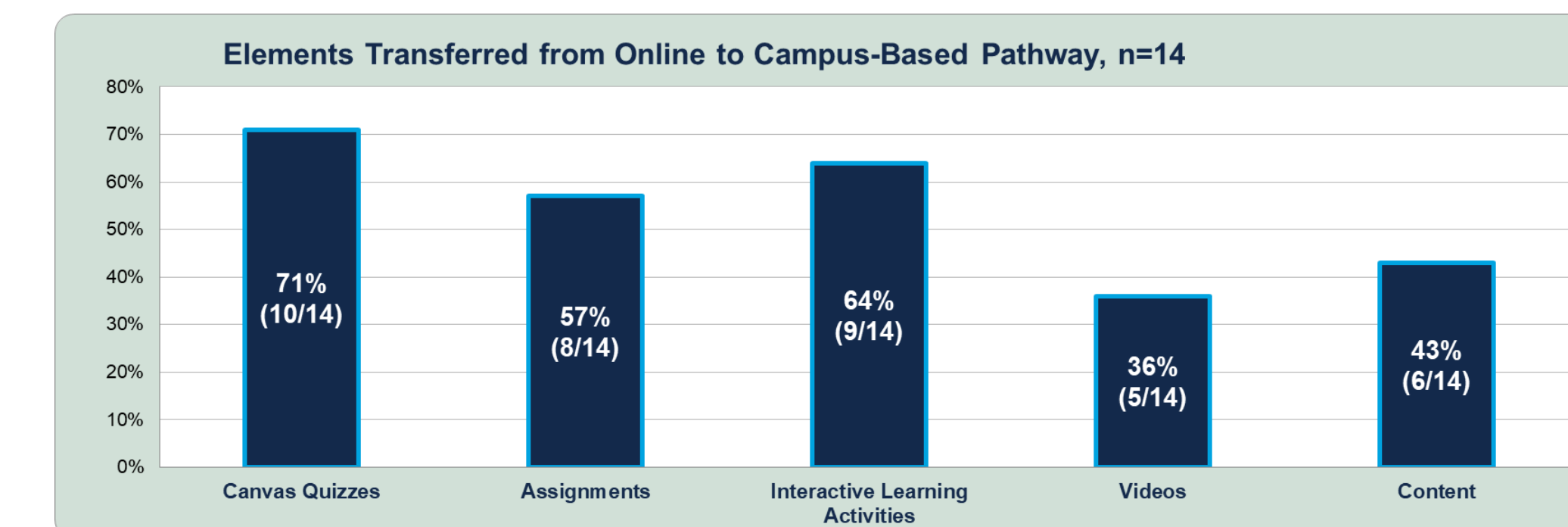- Repainted walls for more appealing backdrop

Faculty Skills Development Survey Results

Faculty involved in the online pathway course builds and online teaching were asked 3 select-all-that-apply questions through an anonymous survey. Results are displayed in the graphs below.

Top 3 Reported Skills Acquired from...

Building an Online Course, n=17
- Mapping Topics to Course Objectives: 47% (8/17)
- Creating Interactive Learning Activities: 76% (13/17)
- Recording in Panopto: 71% (12/17)

Teaching Online Course, n=13
- Engaging Students during Online Synchronous Sessions: 77% (10/13)
- Using Poll Everywhere: 31% (4/13)
- Planning Synchronous Sessions: 85% (11/13)

Elements and Skills Acquired for the Online Pathway Transferred to Campus-Based Courses

Elements Transferred from Online to Campus-Based Pathway, n=14
- Canvas Quizzes: 71% (10/14)
- Assignments: 57% (8/14)
- Interactive Learning Activities: 64% (9/14)
- Videos: 36% (5/14)
- Content: 43% (6/14)

Conclusion

Our pharmacy program has elevated campus-based instruction by utilizing enhanced technology and infrastructure established for our online pathway. Efficiency and effectiveness of our online course builds were improved through coaching by a dedicated learning designer for each course, access to resources, such as video creators and interactive activity builders, and our Academic Partnerships in-house technology support group. Infrastructure, including height adjustable desks, double monitors, touch screen monitors, microphones, webcams, and document cameras, enhanced both the online course build process and online teaching. Skills and activities created for our online courses have been transferrable, leading to improvements in course design and teaching for our campus-based pathway.