

# 3 Carrots and a Stick

## Incentives for Online Course Development

Jane Zahner & Ellen Wiley  
Valdosta State University  
[jzahner@valdosta.edu](mailto:jzahner@valdosta.edu) and [ewiley@valdosta.edu](mailto:ewiley@valdosta.edu)

Welcome to our presentation. Valdosta State University is a regional state-supported institution of 10,000 students. The University has strong technology assets and was recently named one of the top 100 Wired Universities. Despite that reputation, there is still some difficulty and resistance to integrating technology fully into the teaching and learning process.

### What's been tried? What's been true?

- Technology Training
- Mentoring
- Summer Stipends
- Sink/swim
- Mandates



Many incentives have been tried to encourage and support faculty to develop web-enhanced or online courses. At VSU these incentives have ranged from technology training to mentoring to summer stipends to mandates. All have met with limited success, and seemed to fail for differing reasons.

It seems that those faculty who are self-motivated will integrate technology in their courses no matter what incentives or disincentives are present, and the reverse is equally true.

At VSU a new model is currently being tested in which whole departments or programs are involved in a three credit graduate level course in course design, with an emphasis on online course design. The collective purpose is to implement broad curriculum change as a group, using web-enhanced and online courses as ONE tool to do so.

The model was proposed by the Graduate Dean in response to one professional program's need and was supported and facilitated by the Dean of the College of Education. Together they identified two seasoned online instructors in Department of Curriculum and Instructional Technology and approached them to team teach the course.

The instructors agreed on the basis that a new model would be allowed—that is, that the focus of the course would be on instructional design and development, not only on online course development. A second caveat was that an integral part of instructional design was formative evaluation and that must be included. Since the first offering was a summer course, this meant that it would have to be extended through Fall term to allow the instructors to try out their strategies with real students.

### Self-motivated faculty

integrate technology no matter what incentives or disincentives



The Myth



Reverse seems also true

The course was taught under an existing Master's level course called "Curriculum and Instruction in Higher Education". Seven faculty from the Division of Social Work and two faculty from the Reading Program area of the Early Childhood Education Department were in the course. Both groups had specific goals in mind for bringing courses and programs online in the future.

## A New Model



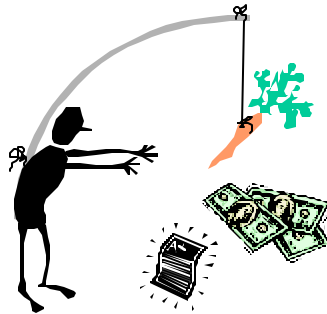
- Based on course design, not online course design

- Team taught to departmental faculty as a group



## The Carrots

- Stipend for participation
- Graduate course credit
- Tuition remission



## The Sticks

- Letter Grade
- Peer Pressure
- Program Plans
- Department head a part of group



There were definitely more carrots than sticks. The Social Work faculty, in particular, were interested in getting the graduate course credit, since coursework in teaching and learning had not been a part of their graduate preparation. Tuition remission was given, although faculty did have to apply for it ahead of time (and thus learned about the process). The stipend was motivating, of course, but it did not seem to count for a great deal. Peer pressure and full participation by the Director of Social Work seemed to be both carrots and sticks, and were definitely motivators. The letter grade is yet to be given based on the work of the faculty during the formative evaluation phase of the project currently being conducted.

## Some Results

- Empathy for students
- Modeling of participant centered instruction



- High evaluations
- Collaboration across colleges

## More Results

- Nine courses online or web-enhanced
- Course design (on-ground or online) skills
- Teamwork
- Model to be repeated

