

"This course exceeded my expectations in terms of material covered and the facilitator's feedback. It provides fundamental as well as practical help in the design of an online course."

Paul Wilson, PhD



ONLINE LEARNING™
CONSORTIUM



"If you want credible micro-credentials in a beyond-the-basics program that focuses on important, identifiable learning outcomes in online learning, enroll in the OLC Instructional Design Mastery Series."

Extend Learning and Improve Your Online Courses

Why the need/interest in the OLC Mastery Series?

I had completed the OLC Advanced Online Teaching Certificate Program and I wanted to extend the learning. The next OLC course I selected was the Instructional Design Mastery Series. The SLOs for the selected ID program helped me decide to enroll in the specific series of workshops.

How did the program help you in your position/career?

The Mastery Series immediately helped me fine-tune my online courses and gave me valuable skills for continuous course revision and improvement. At the time, I was functioning as an online instructor. Later, I was selected to be the Program Coordinator for our Religion and Philosophy Major. Since this requires that I supervise a program with both face-to-face and online instructors, I was better prepared for this appointment by my participation in the OLC Mastery Series. Also, from the capstone project I developed a workshop presentation that I have shared at two conferences.

To whom and why you would recommend the OLC Mastery Series? I would recommend the OLC Instructional Design Mastery Series to both administrators interested in improving their online programs and practitioners who desire to demonstrate best practices in their classes online.

"I was attracted to this course due to its learning outcomes, and I was not disappointed."

OLC ID MASTERY SERIES BENEFITS:

1. Made available seminal readings and resources on the topic of study – instructional design
2. Challenged participants to develop their own strategy for continuous course improvement
3. Allowed participants as practitioners to report what's working and what's not and to benefit from the experience of others
4. Encouraged peer to peer collaboration and dialogue to introduce and reinforce lessons learned
5. Enabled participants to develop a capstone project that was immediately applicable to courses they revised and also valuable for the continuous improvement of other courses



About Paul

Paul Wilson, PhD, is Associate Professor of Religion, Ethics and Philosophy at one of the first Historically Black Colleges & Universities (HBCUs) in the nation. Currently he serves as an administrator for an extension center, and as a Religion and Philosophy Program Coordinator. The latter administrative function is equivalent to a Department Chair.

He is acclimating himself to the new appointment and looking for ways to enhance that role while strengthening the institution's program.



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