

## PHASE 3: INTERACTIVE VS DOCUMENT SYLLABUS

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### Abstract

This paper explores the development and implementation of an interactive syllabus designed to enhance student engagement and accessibility in higher education. Initiated through a 2016 Online Learning Consortium workshop, the project was delayed due to institutional restructuring but launched in Fall 2023. Over three academic years, the interactive syllabus underwent three major updates, integrating additional course materials and improving user experience. This paper presents the evolution of the syllabus, student feedback, and implications for digital pedagogy.

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### 1. Introduction

The syllabus is a foundational document in any course, yet its traditional format often fails to engage students meaningfully. In 2016, I participated in an Online Learning Consortium workshop focused on creating interactive syllabi. The workshop provided valuable insights into transforming the syllabus into a dynamic, student-centered resource. However, due to the merger of my college with Georgia State University that same year, implementation was postponed until 2023.

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### 2. Implementation Timeline

- **2016:** Attended Online Learning Consortium workshop on interactive syllabi.
  - **2016–2022:** Institutional merger and transition period.
  - **Fall 2023:** Initial rollout of the interactive syllabus alongside the traditional document format.
  - **2023–2025:** Three iterative updates to the interactive syllabus, improving content accessibility, visual design, and functionality.
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### 3. Design and Features

This interactive syllabus was designed as a web-based resource, incorporating:

- Embedded links to course materials
- Multimedia elements (videos, images, infographics)
- Responsive design for mobile access
- Navigation enhancements for ease of use

Each update focused on expanding content access and refining the user interface based on student feedback and instructional needs.

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#### **4. Student Feedback**

Student reviews were collected through anonymous surveys and informal feedback. Key themes included:

- Ease of use & access to the syllabus throughout the semester
  - Appreciation for embedded resources and visual clarity
  - Suggestions for further personalization and integration with LMS tools
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#### **5. Discussion**

The transition from a static document to an interactive syllabus reflects broader trends in digital pedagogy. The iterative development process allowed for responsive design changes and deeper student engagement. The project highlights the importance of flexibility, institutional support, and student-centered design in educational innovation.

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#### **6. Conclusion**

The interactive syllabus has proven to be a valuable tool in enhancing course communication and student engagement. Future plans include integrating analytics to track usage patterns and expanding interactivity through adaptive learning elements.

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#### **References**

<https://onlinelearningconsortium.org/>