



18th Annual Sloan Consortium International Conference on Online Learning

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The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve the quality, scale, and breadth of online programs according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

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The Math Place Online: A Model for Synchronous Teaching Spaces to Foster Math Learning for K-8 Teachers and Parents

Barbara Dubitsky (Bank Street College of Education, US)

Steven Goss (Bank Street College of Education, US)

Summary: Through decades of work as educators, we have observed teachers and parents struggling to teach children math because they don't have a robust understanding of mathematics themselves. They perceive math as a series of procedures, as disconnected bits of information, as steps to be relayed directly from textbooks, and as memorized techniques for getting answers. To improve student achievement in math, it is imperative that teachers and parents are provided with opportunities to deepen their own understanding of mathematics. We are convinced that professional and personal growth in mathematical understanding can be supported by interactive and engaging online spaces for math education. In implementing best practices for teaching math, digital resources, and synchronous technologies, we hope to discover innovative methods for deepening math knowledge that is effective, ongoing, and at a distance. This presentation will:

- demonstrate what kinds of digital materials best support online math learning for a wide range of learners
- provide methods for effectively managing an environment where participants can learn from one another and develop at their own pace

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- recommend what technologies and connectivity is needed for online learning to be at its highest capacity.

Team: Since 1916, Bank Street College has been dedicated to the education of children and the preparation of teachers and teacher-leaders. Since our inception, we have had a prevailing commitment to creating open and innovative communities where educators are inspired to learn about child-centered pedagogical approaches and apply this knowledge to their teaching. This presentation is a collaborative effort between the Mathematics Leadership Programs and Bank Street Online. The Mathematics Leadership Programs have been devoted to the education of teachers, math specialists, math coaches, and school building leaders for almost 25 years. Bank Street Online supports the Bank Street community in the design, development and implementation of innovative teaching strategies for educating students at a distance. The Math Place Project The Math Place is an online community for the support of mathematical learning for teachers and parents who regularly help children learn mathematics. Consistent with Common Core Curriculum State Standards practices, we use collaborative tools (real and virtual) in a synchronous setting to support learning. These synchronous tools and digital interactive resources provide online opportunities for understanding mathematics and teaching practices. Through the implementation of this expert-managed environment for math learning, we have developed a framework for ongoing, online professional and personal growth in mathematics. In 2001, Bank Street College founded The Math Place as a face-to-face center to provide learners opportunities to explore and understand mathematics, often for the first time. Participants included educators concerned with their capacity to teach math and parents asking how they could support their own child's math development. The Math Place educators taught the mathematics that underlies school math topics such as fractions, decimals, percents, multiplication and division, algebra, and the basics of geometry. Community members learned mathematics and methodologies for teaching math to children. Building on the success of the on-site program, The Math Place Online is an open and free online learning community for K-8 teachers and parents of elementary and middle school children. Participants work with Bank Street math faculty and fellow Math Place members to explore and reflect on math concepts through the use of digital resources and interactive activities. As the community develops, members are encouraged to discuss the challenges and successes they've had teaching math to young learners. All community engagement is through synchronous technologies to extend opportunities to participants beyond the walls of Bank Street.

Goals and Questions: Profound understanding of math is not just a challenge for young learners, but also for those leading and supporting young learners as they gain that knowledge. There is no doubt that online professional development opportunities exist for the learning of mathematics already, but this project aspires to go beyond standard professional development technologies and experiences. The goal of The Math Place is to bring teachers and parents together as an online community through conferencing and online technologies, providing peer

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and expert engagement for deeper math learning. The Math Place Online does not give participants access to canned materials or math testing systems, but a living community connected digitally and committed to understanding mathematics. In presenting The Math Place as an educational space for extended collaboration and communication around math, we will provide a framework to answer the following questions:

- How does one successfully manage synchronous online communities in which teachers and parents can come to understand the mathematics of the elementary and middle school?
- What digital communication technologies are best suited for sustaining a successful learning community online?

We will also put forward best practices for employing communication technologies to teach deep mathematical understanding to diverse and disconnected groups who support young math learners.

[The Guidebook for Standards-Aligned Online Course Evaluation and Creation](#)

Emily Rukobo (RMC Research, US)

Jonathan Shrem (RMC Research, US)

This presentation, in workshop format, will detail and highlight the GlobalClassroom Publishing Suite Guidebook, which has been created through a strategic partnership initiated by GlobalClassroom Inc., a leading innovator in the development of cloud-based, Learning Management Systems (LMS), and RMC Research Corporation, a nationally recognized leader in research and evidence-based teaching and learning strategies. The Guidebook includes the following components:

Guiding Definitions: This component will help you familiarize yourself with definitions for terminology used in the standards document and course assessment guide. This introductory document will build a clear understanding of concepts required to effectively create and assess online courses.

Standards: Within this component, you will be introduced to a set of 54 standards that are concisely represented across six different components of online course instruction. These standards help ensure compliance with best practices in online course development.

Maintaining and even exceeding these standards is critical in ensuring rigor and quality of online courses.

Course Assessment Guide: This component helps guide you through the process of evaluating online courses by addressing six major areas of online course design that will help you determine quality and rigor. Detailed explanations of criterion indicators will help you arrive at

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a score for each component and thus assess areas of concern that need to be addressed before delivering the course.

Course Templates: When beginning to design an online course, it is imperative to decide the appropriate format for the delivery of your course. In this component courses are identified as Self-Paced, Facilitator-Lite or Fully-Facilitated. This component includes a detailed guidance to assist course developers in selecting the appropriate format for their teaching and learning needs. The templates and guidance empower course developers to design and develop dynamic online learning opportunities.

All components presented and offered in the Guidebook are rigorously aligned to the Online Course Quality Framework from the Centre for Teaching and Educational Technologies (CTET) at Royal Roads University (RRU), the iNACOL Standards of Quality for Online Courses, and the Standards for 21st Century Skills Implementation Guide. In addition, the standards have been vetted by educational researchers with a deep knowledge and understanding of pedagogy for online learning and instructional design through the use of industry-leading rubrics. The presentation will also include information and best practices on the utilization of social media, within the context of an LMS, to develop online networks of educators and learners that maximize the ability of users to collaborate.

In this workshop, not only will we examine the importance of adhering to the eLearning industry's leading instructional design standards, we will also feature opportunities for participants to develop proficiency in online course delivery, development, deployment, and employment of technological literacy and professional development opportunities, from our experts and through peer interaction. The workshop will be divided into three sections:

Section 1: Introducing the Guidebook methodology, research-base, and resources;

Section 2: Using the Guidebook to create a course; and

Section 3: Using the Guidebook to evaluate a course.

The audience for our presentation should include a wide spectrum of online learning professionals including course developers, subject matter experts, educators, facilitators and administrators. Through the exploration of these Guidebook components, we expect to:

1. Help participants understand what elements and structures make up high-quality online courses by utilizing the latest research and tools to display effective and rigorous online learning.
2. Provide participants—whether they are course developers, facilitators, administrators, and/or evaluators—with an all-inclusive suite of tools and a comprehensive process for the development of high-quality, standards-based online courses.
3. Build participants capacity to evaluate, refine, and enhance any of their currently existing online courses.

[National Study Prepares Ways for Regular Cross-Country Formative Assessment](#)

Benjamin Kralj (University of Ljubljana, Faculty of Education, SI)

Constructing an online system for knowledge assessment must result in a system that is useful for all types of user, their learning methods and styles. It should be easy to work with it at school or at home, and the online system should use its web capabilities to broaden the data management from more than one school and offer users their data for coeval comparison. When we describe online systems used in natural sciences learning, the system should provide users with delivery of e-learning materials, record of learning experience and profile and management of e-learning materials and e-courses (Chu, Chang, & Tsai, 2009). Acknowledging these characteristics, we can build an online system for knowledge assessment that enables students to learn while solving tasks. Systems like this were used for monitoring students' progress in subject comprehension (Ibabe & Jauregizar, 2010) and for detecting high-risk students before they put their academic career at risk (Beck & Davidson, 2001). "Knowing the score of the test and predicted trouble areas, individual students can exercise control over their own destiny in the course," (Kennepohl, Guay, & Thomas, 2010, p. D), and researchers (Marzano, 2010) reported that achievement monitoring has a positive effect on students. Students who use this system can assess their knowledge on their own and acknowledge their weak spots in subject comprehension. With the help of their teacher, they can recoup a loss. In the progress of this research, an online system for chemistry knowledge assessment was developed. Students were able to monitor their results and learn from their solved tasks. The main part of the system was the database of chemistry tasks (since the focus of the research was on chemistry). This database was used in the system through three main functions:

1. entering the learning material,
2. solving tasks stored within the database, and
3. achievement observation available for students and teachers.

With its construction, teachers should be able to "yield more information in less testing time," (Grenwelge, 2009, p. 345), and the system can provide students with instant feedback since they are more likely to "pay attention to the electronic feedback that is returned quickly," (Denton, 2001, p. 7).

Research was performed in the school year 2010/2011. We have focused on the 9th grade last year of primary school students (age 13 to 15) and have chosen a chapter from organic chemistry: the group of oxygen organic molecules. Twenty primary schools in Slovenia (4.43 % out of 451) and their chemistry teachers joined the research, and with them 686 students (3.6 % out of 17.854 in the country), 357 girls (52 %) and 329 boys (48 %). The students' age was

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from 13 to 15 ($M = 13.92$; $SD = 0.352$). Since primary school students are underage, their parents were informed about the research and asked for their consent. During knowledge assessment we must consider why some students do not use the system (motivation problem, lack of PC availability, low computer skill, etc.) (Ibabe & Jauregizar, 2010), and prefer print format over digital because of better navigation, availability, and ownership (Precel, Eshet-Alkalai, & Alberton, 2009).

Students in every school took three paper-and-pencil knowledge tests: pre-test, test and post-test. In regards of results in the pre-test, students were divided into experimental and control group so that both groups on average reached the same achievements. Both groups took 10 school hours to elaborate on the prescribed chapter. While students and teachers in the research group used an online system for knowledge assessment at their work, students and teachers in the control group did not. No specific instructions were given to any of the teacher or student on how to work with the system. After 10 school hours, both groups of students solved the second knowledge test. Results of this test were used to compare whether there were any differences between control and experimental group. A month after the second knowledge test, the post-test took place with which we tried to determine system's influence on knowledge sustainability. The online database of chemistry tasks was found useful. The system has been established, and data analysis shows positive effects on experimental group students' achievements. An independent-samples t-test was conducted to compare mean values of experimental and control group. The test results show that students in the experimental group achieved significantly better results ($M = 12.27$; $SD = 3.51$) than students in the control group ($M = 11.47$; $SD = 3.13$; $t(483.373) = 2.945$; $p = 0.003$).

In our presentation we will show specific results of our research and share our findings. We will present some of the options on how to use our online system and its capabilities at school or at home. Meanwhile, we will encourage the audience to use the online system on their devices, while answering some general knowledge questions. We will present our vision in developing the system for national and international online knowledge assessment. More data about students' achievements can equip their results with additional value. Users of our online system do not have to wait for yearly summative assessments, since online formative assessment can provide students and teachers with their own results and the results of other students' and receive fast national (or international) evaluation of their achievements. Some questions on how to establish such a system remain open and debatable.

[Building the New Textbook: Using eText and Community of Inquiry to Foster Deep Learning](#)

David Holder (Liberty University, US)

Amanda Rockinson-Szapkiw (Liberty University, US)

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Randall Dunn (Liberty University, US)

In creating the new textbook, we started with the best practices for eBook construction to create the model eBook. We made it universal (PC, Mac, iPad, iPod, Android, Android tablet, Windows Mobile) and useable. The eBook incorporated videos that ranged from instructional, documentary, and descriptive. Graphics and animations were developed to utilize all targeted platforms as well as to create a rich connection with the content. From this starting point we engineered a social layer into the book that allowed the students to interact with the text (cognitive presence), each other (social presence), and with the teacher (teaching presence). This social layer was added to the eBook to create and foster a Community of Inquiry, creating an efficient learning experience. Last, we created a built-in assessment system that not only measured rote recall, but deep learning as well. As the learners explored the text, they examined and built upon each other's ideas. This achieved the objective of Community of Inquiry by fostering Deep Learning. In this presentation we will examine the following:

- Creation of the model eBook
- Creation of the social learning environment in the eBook
- Utilization and lessons learned
- Assessment and results.

[Blend, Chop, Puree - Finding the Right Mix for K-12 Online Learning Success](#)

Shani Watkins (Tacoma Public Schools, US)

Michael Farmer (Tacoma Public Schools, US)

Participants in this session will leave knowing:

- The blended model of online success used in the Tacoma Public School System
- How to determine implantation strategies
- How this system accommodates a variety of students in a diverse population
- The advantage of student/teacher and teacher/student online dialogue
- Development and implementation of strong online learning programs in a large, diverse school district
- Development of district-wide online learning graduation requirement at the high school level using blended learning

Context: "America needs a public education system that provides all learners—including low-income and minority students, English language learners, students with disabilities, gifted and talented students, early childhood learners, adult workforce learners, and seniors—with engaging and empowering learning experiences" (Office of Educational Technology, 2012, p. 1). Grappling with this challenge, Tacoma Public Schools came to a crossroads in development of

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educational options for students. Upon further review of the system challenges, several options were discussed, including remedial education, online education, and blended learning. The resounding question was how can students best be served in a large, urban school district without losing the integrity of the learning and while increasing relevance and rigor for all students? This discussion led to the implementation of four major models of online and blended learning: Tacoma Virtual Learning, Twilight School, Data Warehouse/Collaboration Tool, and a blended technology course required for graduation from the school district.

Problem: In the K-12 system, talk of cheating, lack of relevance, and lack of technological skill limit the pursuit of online learning and blended learning opportunities. As the research began showing that relevant and timely online and blended learning structures increase student engagement, Tacoma began looking at the online system as a viable option for our public school students. The conversation revolved around creating engaging and relevant opportunities for students while increasing their technological advantage in a mainly disadvantaged urban area. “Technology and the Internet have fostered an increasingly competitive and interdependent global economy and transformed nearly every aspect of our daily lives—how we work; play; interact with family, friends, and communities; and learn new things” (Office of Educational Technology, 2012, p. 4).

Approach: “Innovation is part of the Tacoma brand,” Santorno said. “We offer more educational choices, more options for students than any other district in the state. We decided we want to provide the opportunity for more of our schools to pursue innovations that offer our community even greater options for academic achievement” (Santorno, 2012, p. 2). Tacoma engaged in a variety of discussions, including dialogue with students and parents to find innovative ways for implementing rigorous and relevant learning for students. Tacoma Public Schools wanted to find multiple methods for increasing student opportunity, and through this process four opportunities emerged for online and blended learning. The following provides some insight into each method implemented. Tacoma Virtual Learning (TVL)

- Serves grades 8-12 in over 40 online classes in an asynchronous method. Classes include the basic core subjects of Math, English, Science, and History/Social Studies, as well as AP, foreign language, and even online physical education.
- The goal is to provide a variety of avenues for students to access courses and learning. TVL is designed for students who require a non-traditional learning environment, or students who need flexibility in their school schedule.
- Provides additional courses that may not be traditionally available to students in the standard comprehensive high school environment.
- TVL offers a skills- and concept-focused, standards-based curriculum for those students who need to retrieve credit as well as an alternative for students who prefer a non-traditional school setting.

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Foss Twilight School:

- Provides credit retrieval classes in a blended model where students are assigned an online teacher responsible for instruction in the class and mentor in their high school to provide face-to-face direct support and assistance.
- Allows students to take classes online through TVL and receive support from Foss Twilight staff in the evenings from 4:00-8:00 Monday - Thursday evenings.
- Provides the additional support of a blended model for students who may need added structure for remedial and retrieval courses.

Data Warehouse - Collaboration Tool:

- Puts information at the fingertips of teachers and administrators to make decisions on what students need to be successful, which students are at risk, which need intervention. Part of the data warehouse is classroom collaboration which is a custom built LMS like blackboard, it will provide a solution for us to create a blended model of instruction allowing students and teachers to collaborate online and submit work for review and grading electronically. This is an opportunity to move the entire district to a blended learning model for K-12 Digital Communication Tools.
- Provides a blended learning model for learning technology in context and is a high school graduation requirement.
- Students use a learning management system to access class modules for learning and have a live instructor facilitating the learning process.
- Students complete this requirement in the 9th grade, preparing them for high school technology work as well as post-secondary online learning options.

Results: Each method of online and blended learning used in Tacoma is finding some measure of success. Tacoma Virtual Learning serves up to 25% of the high school population in some capacity, whether that is an alternative course not offered at the high school or a credit retrieval course to help students meet on-time graduation rates. Twilight school is still in the infancy stage, and data will be gathered at the end of the current semester. Currently, this program serves more than 40 students working toward credit-retrieval courses to meet graduation requirements. Data Warehouse - Collaboration Tool has seen success in the way students and teachers connect and share information. This provides an asynchronous method for students to engage with teachers providing more timely and relevant information. Digital Communication Tools online has proven to help students prepare for the technological world beyond the high school classroom. More than 500 students have successfully completed the course this year, using the newly implemented blended learning curriculum.

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[Online Independent Schools: Defining a New Generation of Excellence](#)

Bradford Rathgeber (Online School for Girls, US)

Michael Nachbar (Global Online Academy, US)

Independent schools know what good teaching is, and we know how to create an environment in which students can learn. We know how to engage kids; how to challenge them; how to motivate, support, and connect with them. We know that good teaching does not come from sophisticated software, and it does not happen in large classes. Learning happens when students build relationships with their teachers and classmates, when they get individualized attention, when learning is relevant, and when they feel appropriately challenged and supported—in short, when learning is personal. Good teaching happens when teachers have a hand in what gets taught and how, and when they are supported through quality professional development, ongoing training and support, and regular reflection. On its surface, independent-school education seems to be at odds with the movement of online education. Today, for-profit course providers and several universities dominate online education. Both offer their own unique approaches to online learning: for-profit companies more often than not focus on computer software to present content to students, and the large online university programs typically rely upon lecture modules ported online by predominantly adjunct professors. Put simply, these approaches focus on efficient delivery rather than on engagement, deep learning, and understanding; neither resonates well with independent-school communities. These all-too-common models of online learning notwithstanding, those of us in independent schools recognize that online education holds great promise. Moreover, we increasingly comprehend that schools should prepare students for online education at the collegiate level and beyond, in much the same way that we have prepared students for other experiences beyond our schools. Thus, while independent-school education certainly can be at odds with online education, some schools have begun to prove that this does not need to be the case.

Over the last few years, independent schools have begun to discover the opportunities online learning offers their students and teachers through collaborative, consortium-based efforts such as the Online School for Girls (OSG) and the Global Online Academy (GOA). In moving to this space, GOA and OSG have realized that independent schools must forge a new educational direction, one different from the high-profile online schools and that is true to the roots and principles of independent schools as it takes advantage of the unique characteristics and advantages of learning online. The characteristics that define these consortia, taken as a whole, provide a model for the way that independent schools can and should move into online education.

Mission Driven and Not-for-Profit: When independent schools are at their best, they are mission-driven in all that they do. From professional development to classroom teaching, from

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fund raising to construction, a school's mission influences the questions a school asks and is at the core of how it answers them. The curriculum in an all-girls school will reflect those values and vision in a curricular sequence that is centered on how girls learn best. A school committed to diversity and academic excellence will offer courses that create an environment that enables its learners to share their ideas and diverse perspectives. Having a clear understanding of who we are sets a clear course for what we do and how we do it. For online independent schools, that is no different.

Personal Values and Relationships: Independent schools have always emphasized the importance of relationships, both between students and their teachers and among students in and outside of the classroom. Making sure that students are connected to adults and peers is a critical component in the learning process. We believe that in small online classes students should participate in lessons that allow them to collaborate and interact with one another. Teachers should use an array of tools, programs, and honed teaching strategies to ensure that each student connects with the material and with each other.

Challenging and Academically Excellent: Students need to be appropriately challenged to meet the high expectations set by teachers who know of what they are capable. Intellectually vigorous conversations are the norm in independent-school classrooms. In independent schools, students are immersed in college-preparatory environments where academic achievement is celebrated. We believe that online independent school classes should be no different in terms of challenging students. An online school committed to high standards and an academically challenging, college-preparatory environment will create learning environments that stimulate students to engage and that challenge them not simply to know the material and content of the course, but to go beyond it to higher levels of thinking and engagement. One of our students recently remarked that participating in an online course has helped her “become a citizen who is more well-rounded [and to] become more open-minded in considering views other than my own.” Her comment speaks to the larger and lofty goals that online independent schools must have—to engage, challenge, and connect with students to help them discover new ways of thinking and to provide a place to voice their thoughts and ideas.

Knowing Our Learners: Independent school teachers and administrators know their learners and are able to create courses that meet developmentally appropriate learning outcomes. Teachers at independent schools are not tied to state standards, allowing them to go beyond the rote and allowing for greater differentiation and unique support. Independent schools handle each student's situation and circumstances individually, truly differentiating not just the instruction in the classroom for each student, but the overall educational experience for each student. We believe that online independent schools must connect with the face-to-face community of which students are a part in order to help create an entire learning experience that is best for each individual student. Just as with so many parts of a college-preparatory

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program, a student needs guidance and support before gaining greater independence at the next level.

The K-12 Flipped Classroom

Laura Hummell (California University of Pennsylvania, US)

Presentation Description: In the last year the concept of flipped classrooms has caught many people's attention. The description of the "flipped classroom" is a teaching/learning strategy that switches the students use of homework time by having them view teacher or subject matter, experts' lectures, or presentations online, typically at home (outside of school hours), then allowing class time for homework discussions, small group work, and individual tutoring as needed (Niederberger, 2012). The change allows students to initially view new content outside of the classroom online and then complete new problems and techniques in class in order to work on under the teacher's supervision. By changing the way students receive and do their homework, flipped classrooms have changed the face of teaching and learning in several schools. However, there are concerns to how effective class presentations and lectures are if they are viewed solely online and without the normal give-and-take of a face-to-face class.

Presentation Goals: As flipped classrooms are implemented in more K-12 educational institutions, educators and administrators need to be aware of potential benefits and challenges associated with implementing this new strategy. This presentation on flipped classrooms will describe where the technique is being used, how it is being implemented, and the benefits and challenges.

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Being Present in Online Learning: The Virtual High School Student Perspective

Amy Garrett Dickers (University of North Carolina at Wilmington, US)

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Purpose of the Research: For over a decade, we have explored the Social Presence Model in online learning. In the past two years, we transitioned our research to the North Carolina Virtual Public School (NCVPS). This year, we extended our research beyond teachers to learn about NCVPS high school students' needs and perceptions in regard to online learning. We also introduced them to the Social Presence Model. Our research questions are as follows:

1. What are NCVPS students' perceived benefits and challenges of online learning?
2. What are NCVPS students' perceptions of the Social Presence Model for quality teaching and learning in online environments?
3. Is the Social Presence Model a useful tool to gauge expectations of themselves and their teachers?

About the Presentation: Using clickers, we will ask the audience a few questions about students' perceptions of online learning. We will then introduce the audience to the Social Presence Model and provide them with student-centered strategies. Although the best fit may be the K-12 Online Learning track, researchers and administrators interested in exploring quality online learning, as well as instructors and designers of online courses, can benefit from this session. Participants will learn the study results, be introduced to the Social Presence Model, and leave with specific research-based, student-centered strategies which they can use to build community and connectedness in online courses. Participants will have full access to the Prezi, the Model, and research-based strategies.

Context: K-12 online learning and virtual high schools are increasing across the country (Evergreen Education Group, 2010; Picciano & Seaman, 2008). In 2010, an annual review of US K-12 online learning reported that state virtual schools, or some form of state-led online learning initiatives, are now established in 39 states. Florida and North Carolina account for 96% of reported growth. With an increase of 369% in enrollment from 2008-2009 to 2009-2010, the North Carolina Virtual Public School reports the second highest enrollment of students at 73,658 in 2010 (Evergreen Education Group, 2010). The exponential growth of online learning has resulted in a renaissance of research within social dimensions of online learning (Picciano, 2002; Swan, 2002; Richardson & Swan, 2003; Whiteside & Garrett Dikkers, 2012). Furthermore, Oliver, Osborne, & Brady (2009) find that NCVPS students are generally pleased with their online courses and that students also possess certain expectations of their online learning experience, such as the need for increased instructor involvement and feedback (Hobgood, 2007). Students expect virtual teachers to instruct rather than moderate, to supplement course content, to make content and projects relevant, to incorporate discussion and interaction, to respond to questions and grade assignments quickly, and to provide individualized attention when necessary (Oliver, Osborne, & Brady, 2009). We introduced Whiteside's (2007) Social Presence Model to learn about student needs and perceptions in

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regard to online learning. The interrelated aspects of the Social Presence Model (Affective Association, Community Cohesion, Instructor Involvement, Knowledge and Experience, Interaction Intensity) provide a framework to establish connectedness among teachers and students for a more enriching educational experience.

Methods: Since the literature points to survey methods as the best approach for mid- to large-sized populations (Babbie, 1973), we designed a 24-question survey with a mix of demographic, closed-choice, Likert-scale, and open-ended questions. In April-May 2012, an Occupational Course of Study teacher piloted our survey to determine its fit for students served by that program in the NCVPS. Three students also piloted and engaged in think-aloud sessions about the survey. After providing feedback, the Chief Academic Officer of NCVPS granted permission for the survey to be distributed and posted a link to the survey as an institutional announcement in the course management system. She also sent an email to teachers to encourage their students to complete it. The survey will close in the middle of June and data analysis will occur in June and July. Data analysis techniques include descriptive statistics, as well as established and emergent coding of qualitative responses. To date, 134 students have completed the survey. Preliminary findings are based on an analysis of those responses.

Preliminary Findings: Students (n=134) overwhelmingly identified (a) working at their own pace and (b) flexibility as two major benefits of online learning. Other benefits include learning to work independently and accessing courses not offered in their schools or courses that would not fit in their face-to-face schedules. Students identified challenges as the lack of a face-to-face teacher for communication and feedback, time management, and a more student-directed approach to learning. One student commented, "In an online class, the learning doesn't come from the teacher as much as it does the student." Another student described this challenge as "Learning a new language, since you don't have someone there teaching you." Participants identified scheduling a set time to work in the course and asking for help from fellow students, face-to-face teachers, and their online teachers as strategies to help them deal with the challenges of online learning. Students were asked to what extent the five aspects of the Social Presence Model were present in their online courses. Instructor Involvement was clearly evident; 48% of students identified "A lot" of instructor involvement in their course. The most significant finding thus far is that 96.4% of students noted "Instructor Involvement" as being very important or important to their learning in their online courses. This finding aligns with results of our survey of NCVPS teachers, who also overwhelmingly (96.7%) stated that their involvement was very important or important to their students' learning. Based on the preliminary findings, the data suggest that the Social Presence Model is a useful heuristic for virtual high school students. Once the survey is closed, we will analyze the data to see if there are significant differences in responses based on program area. Data regarding student perceptions of all aspects of the model will be detailed in the presentation materials with quoted, open-ended responses, providing the voices of the students. Finally, we will end this

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presentation by offering suggestions for successful practice for virtual high school online learning based on the data and on previous research.

Implementing the K-12 Common Core: Challenges and Opportunities for Online Learning

Ron Legon (The Quality Matters Program, US)

Christine Voelker (The Quality Matters Program, US)

Since 2010, the Quality Matters Program has offered a rubric for the design of online and blended courses in Grades 6-12, in addition to its widely adopted higher education rubric. Beginning in late Fall 2011, QM has noted a dramatic surge of interest in the Grades 6-12 Rubric among K-12 regional consortia, STEM hubs, and state and local school boards. Common elements in these organizations are an effort to provide resources for teachers preparing for the challenge of online teaching, as well as implementing baseline standards for quality online and blended courses. But a thread running through all these initiatives is the paradigm shift entailed in the implementation of Common Core standards by 2014 in most states. This session will look at the essential components of the Common Core approach, the shifting role of teachers to implement the Common Core philosophy, and the ways in which Common Core principles take advantage of some of the natural strengths of the World Wide Web and best practices in Distance Learning. Examples will be presented of how states are adapting Common Core and vendors are shaping their course offerings to meet these expectations. Attendees will gain a better understanding of how online learning can play a key role in achieving Common Core goals, as well as how Quality Matter design standards can aid the process of adopting Common Core. The session may add a valuable perspective for higher education teacher training specialists and instructors of dual enrollment courses.

Serving Underprivileged Teens At a Virtual High School: Factors for Success

Guadalupe Vadillo (Universidad Nacional Autónoma de México, MX)

Carmen Villatoro (Universidad Nacional Autónoma de México, MX)

In Mexico, high school will be mandatory in the near future. There are not enough face-to-face schools to meet the growing teenage population that will require this educational level. Mexico's ministry of education (SEP) created a program in Mexico City to test the social acceptance of fully online high school programs among low-income teenagers, as well as student academic performance. One of the four participating programs was UNAM's Virtual high school. UNAM is Mexico's National University, the largest in terms of student population (near 300,000 students) and the most prestigious both nationally and in Latin America.

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1. Its virtual high school was created in 2007 and has already served close to 50,000 students in its prerequisite courses. Those who pass them are accepted into the program. About 15,000 have been accepted and close to 1,600 have successfully graduated.

The goal of this paper is to isolate specific factors that contribute to the very high graduation rate that this program reached among the institutions participating in this test and that exceeds the national mean of face to face schools:

Intended curriculum: curricular program, interdisciplinary orientation, quality standards, skill map;

2. Implemented curriculum: pre-service and in-service training programs, teacher selection process, teacher performance evaluation, functions of online tutors, counselors and coordinators, online materials, semester updating process, learning activities, learning evaluation processes; and
3. Achieved curriculum: learning outcomes, graduate profile, follow up studies.
Constant interaction with the audience and role-playing to illustrate the specific techniques used to engage students and promote motivation by program counselors will be presented.

How to Create a Code of Conduct for K-12 Educators Who Teach All or Part of Their Classes Online

Anna Nolan (SUNY University at Albany, US)

Does your K-12 school district have a code of conduct created specifically for their educators who teach all or part of their classes online? Are you familiarizing your pre service teachers with the professional standards and conduct expected of online teachers? Every year more and more school districts are offering courses online. Too few of these districts are updating their standards of conduct for teachers to include learning that takes place in virtual classrooms. In this poster session we will examine codes of ethics specific to online teaching, why they exist and explore how to create your own code of ethics/conduct for those who teach online. There are national organizations that have created codes of conduct for online teachers. While helpful, these organizations can only strongly suggest their codes be adopted. Only government bodies of education or direct teacher employers can mandate adherence to an ethics code or endorse standards. This presentation will examine existing codes of ethics/conduct and standards for online teachers at the national, state, and local level. Participants will be provided with steps to creating a code of ethics specific to online teaching. Strategies to modernize existing codes of conduct and teacher standards will be shared with an eye to diagnosing what is missing or outdated. Existing model online teacher standards and codes of ethics will be

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shown as exemplars with the hopes that participants will leave with the ability to produce a similar document that can be confidently distributed.

Self-Paced but Not Alone--Research on Feedback and Computer-Assisted Instruction

Rebecca Hoey (Northwestern College, US)

Description: Research suggests computer-assisted instruction (CAI) is an effective tool for improving students' cognitive outcomes and significantly reduces a teacher's workload in online courses. The K-12 sector spent almost \$5 billion on CAI software in 2011, a growth of 16% from the previous year. This growth was driven largely by economic considerations, as courses using CAI have larger student-teacher ratios. Unfortunately, the inherent nature of self-paced CAI courses neglects the critical need for student-teacher interaction. Interaction between a teacher and student is a significant factor of positive achievement, retention, and satisfaction outcomes in online courses. Teacher interaction and monitoring is particularly important with secondary students who may lack the self-regulation to be successful in courses with no clear pacing markers. Research-based best practices are needed to assist educators in effectively leveraging CAI without isolating the online student. This experimental research examined the impact of teacher-generated feedback in online self-paced secondary math courses where CAI was embedded. Findings from the research will be shared with participants, and the researcher will share suggestions for improving student outcomes in online self-paced CAI courses based on the outcomes of the research.

Key Questions:

1. What are the benefits and concerns about using computer-assisted instruction as the primary learning and assessment tool in online self-paced courses?
2. What is the teacher's role in online courses with CAI, and what can the teacher do to improve student outcomes?
3. How can CAI in self-paced courses be used without isolating students?
4. How can we improve achievement, satisfaction, and retention in online self-paced CAI courses?
5. What research should we be doing to inform best practices for leveraging CAI in online self-paced courses?

Session Learning Outcomes:

- Participants will be able to identify the benefits and barriers of feedback and computer-assisted instruction within online courses.

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- Participants will be able to make decisions on whether providing teacher feedback, in addition to the immediate feedback provided by the CAI, result in outcomes that justify the additional time it takes to provide feedback.
- Participants will be able to identify strategies for improving communication between a teacher and student in online self-paced courses using CAI that may improve student achievement, retention, and satisfaction.

Teachers as Learners: The Effect of Hands-On Tasks on K12 Teacher Integration of Participatory Web-Based Tools

Kelvin Thompson (University of Central Florida, US)

Glenda Gunter (University of Central Florida, US)

As K-12 virtual schools and blended learning initiatives increase in prominence, it is imperative that teacher education programs understand the factors affecting K-12 teacher adoption of contemporary web-based teaching tools/techniques. The University of Central Florida offers a graduate course in educational technology to students in a variety of graduate education programs. Students have a range of technological affinity and background experiences with technologies. The educational technology course features in-depth, hands-on experiences with a number of participatory web-based tools (e.g., blogs, wikis, Google Docs, online presentation tools, etc.) appropriate for web-enhanced, blended, and online classrooms. Former students of this educational technology course were surveyed to determine their current teaching context, current level of integration of web-based technologies, obstacles to technology adoption, and related issues. Survey results provide insights into the complexities facing technology-integrating K-12 teachers. Participants in this session will receive a summary of findings from this research project and will engage in a facilitated discussion of the implications of the findings with the researchers. Survey instruments will be shared. Participants will be encouraged to replicate or extend this survey in their own contexts.

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Blended & Online Learning Policy Guidance and Best Practices

Nicholas Langlie (Longwood University, US)

Jeannine Perry (Longwood University, US)

Jenny Quarles (Longwood University, US)

Blended and online learning policy guidance and best practices to ensure that your institution is meeting federal, state and accreditor rules.

We will provide an overview for how a State University in Virginia is adapting to changing and often confusing Federal rules and guidelines associated with blended and online course delivery. For example, come learn about what is needed to verify your students are who they say they are online. Also, what must your institution do to ensure that you can provide instruction to students in a different state? What rules and best practices do the accrediting bodies value and use to gauge how we are assessed for the planning and implementation of blended and online instruction? This session will provide an overview of best practices and great ideas, which are easy to implement and model to ensure that you are in compliance with Federal, State and accrediting body rules and regulations.

Answering the Call: Tapping Your Leadership Potential to Advance Online Education At Your Institution and Beyond

Brian Udermann (University of Wisconsin-La Crosse, US)

Interested in reaching your leadership potential? This presentation will help give you the motivation and skills to do so!

Presentation Description and Goals:

Learning objectives: After attending this presentation participants will be able to:

1. Identify common core traits and characteristics of successful leaders.

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2. Describe 12 common leadership myths.
3. Identify leadership opportunities within their respective institutions as well as their state, region, and even at the national level.
4. Identify leadership resources they can use to continue to develop their leadership abilities.
5. Describe how many "business" leadership principles are also appropriate for individuals in higher education.

Content: As outlined in the learning objectives, the primary content for this session will consist of

- 1) sharing common characteristics of successful leaders
- 2) sharing information related to commonly held leadership myths
- 3) giving participants a variety of leadership resources they can continue to use following the presentation and
- 4) sharing common "business leadership principles" and identifying how many of those actually carry over to higher education.

Additionally, I would discuss with participants' (or have them brainstorm) possible leadership opportunities that might be available to them. For example, maybe some in the audience have never considered being involved in governance groups on their campus (curriculum committee, faculty senate, etc.). Maybe some participants would like to get involved in helping plan state, regional, or national meetings related to online education. Some conference participants who are particularly interested in research and statistics might consider reviewing articles for scholarly journals related to online education or serving on an editorial board. There are currently many opportunities for people to get involved in online education, but some just aren't aware that those opportunities exist. There are also a fair number of people like myself who started teaching online and eventually found themselves in a leadership position. I started teaching online 5 or 6 years ago and currently serve as the director of online education at my institution. Also, some people might think they don't have the time to dedicate to such opportunities. We will discuss that as well as touch on how getting involved at the state, regional, or national level would likely prove beneficial to them and their institution. We will also discuss the idea that an individual can be a leader no matter what position s/he holds. Whether they are an instructor, are in student support services, or currently work as an administrator, strong leadership abilities are important for all those positions. Format: The format for this presentation would be very engaging. I would frequently ask interactive questions as we progress through the presentation content. I would also plan one or two small group activities. For example, participants could work in small groups (2-4 people) to discuss what they felt were the most common or important leadership traits and then have each group give a very brief report on their top 2 or 3 traits back to everyone else in attendance. The question of what challenges leaders face, or why people decide not to pursue leadership opportunities would also work well with this format. I would also plan on a number of games and demonstrations during the session that reinforce leadership principles. For example, I often use an activity when teaching about leadership in which I walk participants through a simple task (folding and tearing a blank sheet of paper) with their eyes closed, but don't allow them to ask questions. At the end of the activity everyone has a piece of paper that looks like a snowflake and even though they were given all the same directions their snowflakes look very different. This activity is used to reinforce the ideas of giving specific directions, starting in the

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same place (e.g., folding the paper the same way), and having the ability to ask questions and get additional clarification (communication), all important in leadership. I have a number of activities in which session participants would perform an activity or demonstration but really must work together as a team to do it successfully. The focus here would be the importance of teamwork and working together to achieve goals. These activities are fun, a bit entertaining, but always reinforce various leadership principles. Who would benefit: I believe a session on leadership would have the potential to benefit all conference participants no matter their current position or experience level. With the interactive nature of this session, I would also have the goal of attendees getting to know others in the session with the hope that people would expand their professional network. Too often we attend conference sessions, sit by ourselves, listen to the presenter and then leave the room. This session would be designed and planned to promote interactivity among the participants. I would develop a Keynote presentation for this session and would be very happy to share that with participants. Unique and valuable: I think a session on leadership would be unique and very valuable to conference participants. I think Sloan C does a wonderful job with the sessions that are offered at their various conferences with the majority of the sessions focused on improving teaching, instructional design, assessing online learning, learning about new technologies, etc. A leadership session could supplement and enhance all of these various topic areas. I know Sloan C is taking steps to increase professional development opportunities related to online education, the Institute for Emerging Leaders in Online Learning offered in conjunction with Penn State is one example of that. I participated in IELOL last summer and found it to be invaluable. I think it is important to continue to offer additional opportunities for individuals in our field to improve their leadership abilities.

What Do Research Universities Really Bring to the Online Learning Table?

Ken Udas (Everspring, US) – Moderator

Philip DiSalvio (University College, UMass Boston, US)

Chris Geith (Michigan State University, US)

Wayne Smutz (Penn State University, US)

Research universities make significant contributions to society and humanity through acts of discovery and innovation. How do those capacities translate into value through online education?

Timeliness/Relevance Historically higher education has been cast as the great social equalizer, functioning as a major contributor to workforce development, economic growth, and social progress, ultimately serving as the most effective means to increased quality of life and civic capacity (McMahon, 2009). But legitimate questions about program relevance, leading to lack of productive employability; and cost, leading to crippling student debt, has engendered debate about whether the price of attending college has grown to the point that higher education is more of a drag on the economy than a contributor. Research universities take a special and complementary role in the education ecosystem along with teaching colleges and universities. As a number of research extensive universities have a rich history with distance education and have made significant investments in online learning, it is natural to ask about the unique benefits that research universities offer students and funders. One of the things that distinguish

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research universities from many organizations offering extensive online programming is the depth of research and service missions, which of course should complement the teaching mission. That is, research universities, with a broader and more diverse mission than many institutions, with which we share the online space, are fundamentally different than for-profit, career, and two and four-year teaching schools, not to mention alternative organizations, services, and initiatives like Kahn Academy, MITx, Straighter Line, OERu, and Western Governors University. From one perspective, teaching and career schools should enjoy an advantage, which comes in the form of sharp focus on aided teaching and their typically outcomes-oriented lens on success. Given the differences between research extensive and other types of institutions, including the costs associated with research and discovery, which are frequently shared with students studying online, we may legitimately ask, and expect others to ask, "Just what is it that a research extensive university brings to online learning that is unique, valuable to students, and that other types of institutions are not well equipped to provide?" Given that research extensive universities engage in a broad constellation of activity, tend to be truly global, attract some of the most intellectually gifted members of society to serve as faculty and contribute as students, all to address the most demanding health, industrial, economic, and political challenges that we face through discovery, invention, and innovation, you would think that there would be a clear, obvious, and undeniable answer. Although there are plenty of reasons to attend, support, and fund a research university, which have been well documented, most of them are expressed in the context of onsite study with the "traditional" learner in mind, rather than online or distance study. Regardless though, it seems that the fundamental question does deserve consideration as online learning matures and additional colleges and universities enhance their capacity and programming. During the past few years many of us have noted that at virtually every national meeting we attend there has been a strong focus on practical, professional, and career-oriented education, with attention paid to measurable outcomes and low cost. From this perspective, the value proposition of higher education is pretty straightforward for the student... spend as little as possible, graduate as swiftly as possible, and earn as much as possible as quickly as possible following graduation. For those of us who either serve, fund, or study at a research extensive university, we find ourselves grappling with a mounting agenda that redefines quality in terms that are the strengths of career colleges and teaching universities. Of course, there is nothing suggesting that research extensive universities should not be interested in enhancing accessibility through low tuition and fees, working toward timely graduation, and preparing learners with relevant education to support career and life ambitions. In fact, these are all reasonable expectations of all of our stakeholders including learners, potential employers, taxpayers, and others who invest in the University. Meeting these expectations may be the next big challenge for the research university.

Panel Goals The goal of the proposed panel presentation is to start an open dialogue and frame an answer about how we as educational practitioners and leaders, can take advantage of the diversity of American higher education to meet real national challenges, and the aspirations of our learners and stakeholders. Furthermore, the panel structure, format, and attendant activities are designed to engender dialogue, debate, and reflection, perhaps leading to a more productive framing of our mutual challenges, better practice, new research questions, and better informed policy making.

Panel Structure This panel will leverage the insights of leaders at research universities that have made

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various commitments to online, distance, and extended education, to seed inclusive and interactive discussion among a broad community of colleagues and stakeholders. The panelists will provide tangible examples of what their universities bring that are special capacities of research universities, what could be done and has not, what cannot be provided and how this is articulated in their online and distance education initiatives. Moderation of the panel will facilitate discussion during the session, while a pre-conference blog posting with facilitated discussion will inform the panelists and post-session, distribution of notes and a facilitated discussion forum will support reflection and development of a community of interest. Through the inputs of the panel and participants, we will develop a product that both outlines contributions and frames the question and a response to serve as a touchstone for practitioners, scholars, funders, and policy makers.

Transformative Uses and Best Practices: The Growing Importance of Transformative Uses in Copyright and Fair Use Law

Linda Enghagen (University of Massachusetts, US)

Though not widely understood, emerging case law concerning transformative uses is increasingly critical to applying fair use and developing best practices in educational settings. Existing copyright and fair use case law demonstrates the importance of the relationship between courts characterizing a particular practice as "transformative" and in turn concluding that it is indeed a "fair use." Similarly, when evaluating specific practices to determine whether they qualify as "fair," judges typically inquire about the "custom and practice" in the field. Not going unnoticed, these two trends served to motivate practitioners to begin to use the growing body of "transformative use" case law to inform the development of standards of "custom and practice" as "best practices" in relevant fields. The Center for Social Media is a leader in this current move to develop and distribute codes of best practices to assist educators and others in the utilization of their fair use rights. As of this writing, codes exist in the following areas: Code of Best Practices in Fair Use for Academic and Research Libraries; Code of Best Practices in Fair Use for Media Literacy Education; Code of Best Practices in Fair Use for Online Video; Code of Best Practices in Fair Use for Open Course Ware; Documentary Filmmakers' Statement of Best Practices in Fair Use; Statement of Best Practices in Fair Use of Dance-Related Materials; Society for Cinema and Media Studies' Statement of Best Practices for Fair Use in Teaching for Film and Media Educators; Society for Cinema and Media Studies' Statement of Fair Use Best Practices for Media Studies Publishing; and Code of Best Practices in Fair Use for Poetry. This presentation will examine the emerging body of transformative use case law along with its relationship to understanding and applying fair use. In addition, its role in the development of best practices which can serve as standards for educational custom and practice will be explored.

A Discipline-Vertical System for Professional Preparation in Geoscience: Successes and Challenges

Christopher Keane (American Geosciences Institute, US)

A look at the successes and challenges in developing a discipline-centric online learning approach to improve professional preparation of new geoscience graduates. The American Geosciences Institute (AGI) in partnership with the American Institute of Professional Geologists and several of its other member societies is working to address concerns about the level of professional preparation of new graduates entering the workforce. Like many science fields, most geoscience programs, whether at the community college, undergraduate, or graduate levels, are already full of technical discipline courses to build core science competency, which leaves little opportunity for students to have developmental experiences to prepare them for entering the workforce. With the U.S. facing a severe shortage of geoscience talent now and into the future while also struggling with attrition issues of graduates in the workforce, ensuring new graduates are better prepared for the workplace is critical. To this end, AGI and its partners have started the Geoscience Online Learning Initiative (GOLI) to enable low-cost, high-accessibility opportunities for students and early-career professionals to accelerate their professional development. This is a discipline-vertical approach, focused on a range of topics framed from the specific needs and issues of the geosciences. Areas of interest include ethics, regulation, licensure test preparation, research methods, as well as literacy-broadening topics such as energy policy, critical minerals, hydrofracking basics, and cross-disciplinary topics such as carbonate geology for geophysicists. Program development has encountered measurable headwinds from several factors: general resistance of online learning in many university geoscience programs, the translation of the current knowledgebase held in short-courses to blended and asynchronous courses, and building awareness in the student community of the necessity for professional preparation as well as scientific preparation. In this session, a look at the supply/demand statistics for geoscientists will set the stage for the need, along with reporting out on an ongoing survey by AGI on online learning in the geosciences, as well as details of the discipline-vertical approach and our experiences and challenges in training practitioners to reframe their knowledge for a new delivery approach. Other professional societies are trying similar activities, and we hope to stimulate participation of other groups who are looking at discipline-vertical approaches and engaging practitioners as instructors to share their experiences and success approaches.

What Happens When "Dial-up" Meets Globalization?

Eric Richardson (King College, US)

Cara Anderson (King College, US)

Rebecca Thomas (King College, US)

An exploration of rural nontraditional students' access and use of technology and how "global readiness" evolves with developing technological skills.

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College and universities often focus on "digital natives," students said to make up the traditional undergraduate student population. Often discussions focus on the adaptation of instructional strategies and technological resources which assist these digital natives in successful learning. Furthermore, common is the conversation in academia that college graduates must be ready for the global market. While the traditional undergraduate population is still an important group at colleges and universities, the enrollment of nontraditional professional student populations continues to increase. According to the National Center for Education Statistics (2011), enrollment of nontraditional students (ages 25 and over) is projected to increase by 23 percent from 2010 to 2019. This compares to a 9 percent increase of traditional students (25 years or younger) in the same period. For some nontraditional students, particularly students who reside in rural areas, their concept of globalization - and their place in such a world - is dependent upon their access to technology. Though we make assumptions about the time the "typical" 20 year old "digital native" spends using her IPAD, Android, and Facebook, we still have reason to ask whether non-traditional students are ready to meet the technological demands of the college curriculum. Students in professional programs are most often older than the traditional student, ready to change their vocational path, and taking their first chance at obtaining a college degree. Understanding students' access to technology and their proficiency in the use of technology, colleges and universities can identify areas in academic programs that can be designed or enhanced to better address students' needs and expectations. This presentation will offer participants the opportunity to consider the following questions: A.How prepared are rural non-traditional students to engage in the use of technology compared to traditional students? B.What kinds of facts do we have about the technological access and readiness of rural non-traditional students? C.What kinds of technology are available in the communities where students live? D.How does access to technology change the way students view their chances of success, their access to higher education itself, the ideas that inform their future goals, and their place in the world? Extended Information Session (80 minutes) After a brief introduction, this session will begin with an interactive 15 minute exercise where participants complete a modified version of the survey used in the research study. A 40 minute presentation of the rationale, methodology and results of the research study follows. The final 25 minutes will consist of an interactive discussion to explore how the results of the interactive exercise contribute the audience's understanding of the gap that may exist between the expectation and the reality of the technological readiness of nontraditional students. Target Audience All Audience Levels / Universities and Four Year Institutions, Community Colleges An exploration of rural nontraditional students' access and use of technology and how "global readiness" evolves with developing technological skills. Colleges and universities who offer professional programs for non-traditional students will benefit from this presentation. Presenters This presentation team is comprised of three King College faculty members who also serve on the College's academic leadership team. Dr. Eric Richardson serves as Dean of Graduate and Professional Studies and oversees the off campus and online programs being offered to non-traditional students. Dr. Cara Anderson is Dean of the School of Education and oversees the nontraditional students in the Masters of Education program. Ms. Rebecca Thomas is Associate Dean of Institutional Effectiveness and oversees the College's assessment initiatives related to accreditation and academic program review. All three members have both designed and taught on-ground and online courses for non-traditional

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Online Learning and Economic Development: The Case for Geotargeted Industry Alignment and the Power of 'Place'

Sean Gallagher (Northeastern University, US)

Explores analytical alignment of online programs/growth strategies with specific out-of-region economic development needs/industry clusters, given national variations in employment, educational providers, and culture/student demand.

Historically, institutions' strategic approaches to online education programming and student recruitment have assumed a single, national mass-market: programs are typically offered to all comers without attention to regional geographic alignment outside of a college or university's home service area. However, the United States is a collection of different regions and metro areas - each with their own educational providers, industry clusters, and cultural receptivity to online study. These differences are documentable through a synthesis of various data sources. This presentation will build the case for "geotargeting" online programs - that is, identifying regional industry needs and student demand and mapping offerings and student recruitment strategies to those regions in a marriage of the scale potential of the online channel with tailoring that is grounded in "place." The presentation will draw on a range of data sources from national student surveys to regional search engine analytics and real time labor market data sources - to illustrate examples of how particular disciplines and types of online programs might align with different regional economic development needs. This unique strategic approach has been embraced by Northeastern University in its creation of regional campuses offering hybrid online educational programs at various locations in the U.S., driven by analysis of local capacity gaps and the alignment of regionally unique industry clusters and job market needs with a broad portfolio of graduate education programs (e.g., project management and finance programs in Charlotte, NC; biotechnology and computer science programs in Seattle, WA). Building on this case study and analytical framework, participants will gain ideas on how to map their course and program portfolios to these needs of students and regions outside of the their home market, and the types of data sources and strategies that could be brought to bear. This approach theoretically delivers strong outcomes for economic development and access in a way that is responsive to unique demographics - particularly versus the historical "build it and they will come" approach to achieving national reach. Regional economic development leaders can presumably benefit from this approach as well, to the extent that they can attract online-based human capital development capacity to complement their traditional recruitment of business relocations and start-ups.

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The Social Impact of Online Education

Juan Stegmann (Walden University, US)

Online education is generating a profound social change globally, promoting knowledge creation and sharing, empowering economic growth, social inclusion, in underprivileged sectors of the society.

Goals Online education is generating a silent revolution in two dimensions:

- Based on the technology provided by the university, the students become active knowledge generators, and developers of new knowledge communities. This is raising the quality of the education, especially in remote locations.
- Is connecting sectors of the society with abundant knowledge resources with sectors globally in need of such knowledge: working adults, lower income individuals, and population in remote locations. This has dramatic global social and economic consequences:

- In Africa it is producing multiple benefits in vulnerable sectors and is a factor of cultural and social transformation, promoting economic development, enhancing social and economic inclusion, developing education and educators in larger quantity and higher quality.
- In Asia it has a dramatic impact on personal and social dynamics, with an explosive growth, facilitating access to education, creating a platform for socialization, students' motivation and support, promoting the creation and exchange of knowledge among students and faculty.
- In the Indian subcontinent online education grows in number, replacing other forms of education, and providing a superior educational quality not affected by the distance from large cities.
- In Latin America it has an extraordinary acceptance at all levels, solving the high cost and limited access of traditional education, and solving the lower levels of education compared to other regions.
- In the Anglophone world is generating growing innovation with impact on academic quality.

The quality of the education correlates with economic development (not the quantity), consequently the link online education - knowledge creation and sharing explains why online education is growing globally so successfully.

Prioritizing and Strategically Expanding Online Education Across State Borders

Laura Diefenderfer (Eastern University, US)

Expand online education by crossing state borders. Learn how to strategically plan, communicate and collaborate for State Authorization at your institution.

Higher Education institutions are increasingly being required to show they are accountable for the educational opportunity that they provide to students. Some of the bodies who may provide oversight in these areas include the United States Department of Education, Regional Accreditation, Programmatic Accreditation, and Individual State Departments of Education. The flexibility of online education allows institutions to reach new populations across state borders and internationally. It allows institutions to still provide a means to communicate, learn or

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teach from another location than the physical campus. For example a student could do an internship in California for a semester, while taking a course being taught from their home institution in NYC. A faculty member who spends his summers traveling in Europe could teach a course online during the summer. The opportunities to expand and grow using online education are vast however compliance and oversight can make the process of planning for growth complex. The regulations put out by these organizations require higher education administrators to be vigilant in terms of what the regulations are as well as where their institution is at with being in compliance with all of these regulations. In many cases the speed at which the regulations are currently being published is causing institutions to scramble to figure out what they mean for their institution and how they can get into compliance as well as continue to grow their offerings instead of being stalled by the magnitude of the regulations. One of the larger compliance issues that relates directly to higher education is State Authorization. This October will be the 2 year anniversary of the Program Integrity rules released under the rule making of the Higher Education Opportunity Act (HEOA) 2008. State Authorization states that any institution that offers distance education across state borders must be authorized according to each state's laws for distance education. A lot of noise has been made about these regulations which led to two updates on these rules. First, the United States Department of Education released a Dear Colleague Letter which extends the deadline to be in compliance by July 2014. Then in July of 2011, a court ruling vacated part of the ruling on a procedural error made by the Department of Education during the rule making process. However even though this rule was dropped, several options to reenact it by the Department of Education still exist. Regardless of whether the federal government can enforce this regulation and tie it to Title IV aid, each individual state are now at the very least aware that there may be higher education institutions operating in their state that are not approved. Many webinars, conference presentations and articles have been completed on the topic of State Authorization. However the focus of these has been orienting institutions on what the regulations mean and helping the institutions sift through the legal jargon. This presentation will be a practiced based approach. The focus of the presentation will be discussing how a small (approx 4,000 Students) but growing university approached the State Authorization Regulations. Some of the topics will include the following:

- Communicating the regulations to key university stakeholders, such as the enrollment and marketing teams, faculty directors, registrar office, financial aid office, and senior leadership.
- Collecting and organizing data in order to assess where students currently are
- Developing a plan to communicate externally with the individual states
- Tracking correspondence with Individual States and progress to show Good Faith Efforts
- Building the budget for anticipated State fees
- Prioritizing and collaborating strategic moves into targeted states
- Formalizing a process for approving new locations
- Constructing a complaint procedure

The audience for this presentation is individuals working at higher education institutions that are interested in or involved with expanding their college or universities online programs by crossing state borders. Since this involves federal regulations, in which all types of institutions

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need to apply, the session will be relevant to community colleges, state systems, and private four year institutions. The session will offer the participants opportunities to share their own best practices of working towards compliance on this issue. The outcome of this session is the participants would be able to implement some of the practices discussed at their home institution. Due to the variety of schools and individuals who will be in attendance at the conference, the presentation will first start with a poll in order to get a better understanding of what types of institutions and what types of roles at the institutions are represented in the room. Another poll will be used to determine a starting point for the discussion, based on the level of awareness about this topic in the room. PowerPoint will be used to support the conversation and show maps and visuals used in the process of communicating the regulation to key stakeholders on campus. One page handouts will also be available for those who need the basics of State Authorization including the legal regulation and the common triggers. After the presentation, attendees will be broken into groups based on type of school to discuss and share practices that have worked best for them at their institutions in working towards compliance of this issue. During this time the presenter will interact with the groups and answer questions of individuals. The last five minutes of the session will be spent sharing as a large group and answering final questions.

Responding to the Challenges of Victimization Issues in an Online Environment

Alison Cares (Assumption College, US)

David Hirschel (University of Massachusetts Lowell, US)

Mary Frederick (University of Massachusetts Lowell, US)

Faculty face challenges teaching about and responding to victimization issues. Presenters share tools developed for appropriate response to issues of victimization in online learning.

Criminal victimization is a common occurrence in all societies. For example, in the United States according to the National Crime Victimization Survey (2010) there were an estimated 3.8 million violent victimizations and 14.8 million property victimizations. Online courses also reach students around the globe who may have significant exposure to victimization and trauma as a consequence of crime, conflict, or man-made or natural disasters. Indeed, instructors across disciplines have student survivors in their classes whose lives have been directly or indirectly impacted by crime victimization or other trauma. These experiences with their own or a close friends' or family members' victimization can lead to a host of negative outcomes for students that may in turn negatively impact academic performance including class completion and achievement of class objectives and goals. Class materials across all disciplines hold the potential to be difficult or troubling for these students. Some obvious examples include courses focused on crime and victimization, however, this also includes many other courses in psychology, business, public health, English, journalism, and even chemistry, engineering and other sciences. For example, consider: psychology courses on counseling including materials on and discussion of trauma, public policy and public health courses addressing issues of community responses to crime, English courses with a reading that describes a victimization, a journalism course on interviewing that includes approaches to survivors, a chemistry course that includes forensic analysis. In-person classrooms may provide some opportunities for faculty to address these issues as they arise (although an in-person class does not guarantee

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this). Faculty teaching online or in blended courses can be assisted in teaching this important content without causing additional harm with pre-planning and design that attends to these critical issues. This session will provide faculty with specific strategies and tools to teach about victimization or include victimization materials in their classes in a way that is supportive of victims of crime and trauma survivors. These strategies and tools include guidance on what to include in a syllabus, how to frame potentially difficult materials (such as readings, films, and guest speakers), how to facilitate online discussions, and how to respond to student disclosures of abuse and victimization in the online learning environment. For example, the session will cover what to do if a student is using the class discussion boards to process her or his experiences in a way that seems inappropriate? How do you get students to write in the public space of an online class about victimization issues in a way that is respectful? Strategies to be shared are based on best practices developed by the presenters as part of the U.S. Department of Justice, Office for Victims of Crime (OVC) funded national demonstration project Integrating Crime Victims Issues Into University and College Curricula. To date, this project has included faculty from 13 different colleges and universities across 9 disciplines and draws on their experiences. The session is designed to help faculty and those responsible for overseeing online programs develop appropriate strategies for online teaching of sensitive materials related to victims of crime. There are few resources available (apart from content such as textbooks and readers) that help faculty teach about issues of victimization, and even fewer that address how to do this in an online learning environment. This session and the materials provided address that critical need. This session also can provide all faculty, not only those who teach about issues of victimizations, with tools for how to appropriately respond if a student discloses experience with abuse or victimization. Very few institutions provide this training, and when they do, they often forget to include faculty who teach online. This session helps fill that gap. The session will begin by examining how experiences with victimization can impact student academic success, paving the way to demonstrate how the particular strategies being presented address those student issues. We will provide specific examples to illustrate each strategy (e.g., for syllabus preparation, facilitating online discussions, responding to disclosures). We will also include time for audience questions and guided group discussion on the particular strategies we present and any additional strategies suggested by the group. This approach facilitates audience members applying these strategies in ways that fit their discipline, course, and teaching style and should help address any individual concerns. Session attendees will all receive materials to take away (and links to materials we have made available online) that reinforce what they have learned in the session and will provide them with guidance as they teach their online courses. This information Faculty Materials on Teaching About Victimization includes a checklist for faculty preparing to teach courses with content about victimization, detailed guidelines for preparing such courses, a self-assessment for preparing such courses, lists of additional resources, and background materials, such as readings on the impact, nature, and extent of criminal victimization. GOALS: After the session, attendees should be able to:

1. Articulate how experiencing victimization can impede student learning and academic success
2. Create course materials supportive of students who are victims of crime
3. Create a plan for responding appropriately to student disclosures of victimization, including how to find university and community resources for referral

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4. Facilitate course discussion of victimization in an appropriate manner
5. Locate additional instructional materials for incorporating crime victim issues into online courses

Psychology Graduate Students in Distance Education Programs: Impacts on Underserved Communities

Nina Nabors (Walden University, US)
Marilyn Powell (Walden University, US)

Psychology graduate students in a distance education program were surveyed about the populations they serve to understand the impact of distance education on underserved populations.

There are underserved communities in this country including those that are rural, of color, sexual minorities, of lower socioeconomic status and resources, of people who are disabled, offenders, and individuals with substance abuse concerns (APA, 2009). Psychology programs have not kept pace with changing societal demographics. The assumption remains that psychology is "oversaturated" due to the proliferation of professionally-oriented psychology programs (Robiner, & Crew, 2000). This "oversaturation" however, has not reached underserved communities congruently with the increasing numbers of graduates from professional psychology programs. (APA, 2009). Most training programs are located in and produce graduates who choose to remain and work in highly populated areas and with more privileged or mainstream populations (Kruse & Canning, 2002). While studies have demonstrated the benefits of distance education as compared to face-to-face training (U.S. Department of Education, 2009), the bias against training professional psychology students at a distance remains solidly intact. Little research exists regarding the impact of distance education on the needs of underserved communities. Demonstrating the prevalence of the distance-education doctoral students and alumni who represent and/or work in these communities, or aspire to, is the first step in documenting their contribution to underserved populations. .

Research Questions 1. What percentage of students in Walden University's psychology doctoral program are members of underserved communities? 2. In what ways do these students currently serve these communities? 3. What are the distance-education students' plans post graduation with respect to continued service to underserved populations or underserved areas? Procedures Using a survey methodology this study documents the percentage of students in a distance education professional psychology program who live in or are members of underserved communities. Data collected included the demographics of students' communities such as race and ethnicity, social class, sexual orientation, and gender; how well their communities were served with respect to mental health needs ; and documentation of the ways the graduate students currently serve the needs of underserved communities.

Participants were students currently enrolled in Walden University's professional psychology doctoral programs.. Findings The participant sample had a mean age of 41. The participants were primary female (85%) and ethnically diverse 46% participants of color). Eight percent identified as lesbian, gay or bisexual and 13% identified as disabled (primarily physical or

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mobility .) Household income indicated a third below \$50,000 per year. Participants reside in diverse geographic locations with roughly a quarter in rural areas. The majority of participants were employed (84%) with a third of participants (36%) in the human services field. . Seventy percent work with underserved populations including ethnic minorities, working class and severely economically disadvantaged, LGBT, individuals with disabilities, the homeless and individuals with addiction. In addition, over half of the participants regularly volunteer with underserved populations. Finally, more than half of participants plan to work as psychologists within their current community. . Participants reported on the quantity and quality of mental health services in their community, mostly commonly community mental health agencies. Approximately 44% rated the quantity and quality of mental health services as good or very good, while over half of participants rated the quantity and quality as fair, poor or very poor. In terms of access to these services, for a third of participants mental health services were within 50 miles of their home while for 12% of participants, mental health services were over 50 miles away. Over 40% of participants reported limited access to land based doctoral programs in professional psychology with 20% reporting that the nearest land based program was a minimum of 100 miles away. Conclusions • A significant percentage of student participants were from underserved communities including ethnic minorities, LGBT, individuals with disabilities and those who live in rural communities. Thus, distance education programs offer training opportunities to populations who mirror the demographics of those also in need of services due to geographical location or special needs. • A significant percentage of participants currently serve underserved populations either through employment in the human services field or through regularly volunteering with these populations with a plan to continue working in the same area upon graduation. Thus, distance education doctoral students in psychology are working professionals, in significant numbers, who make an impact in their communities either through employment or via volunteer opportunities and, largely, intend to stay in and serve their communities. • Considering the participants' lack of access to traditional, brick and mortar based doctoral training in professional psychology, significantly fewer would be able to pursue doctoral training without the option of a distance education program. Thus, distance education, when completed according to the standards of the profession, offers significant opportunity for students and populations needing services that are typically categorized as underserved. While this research is limited by the self-report, survey format, this exploratory survey suggests that distance education professional psychology programs may partially address the ongoing gap of services to underserved populations.

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Five Key Measures of Quality Assurance in Online Learning

Christopher Schedler (Central Washington University, US)

This presentation introduces participants to five key measures and data analysis that can be used to assure the quality of online courses and programs.

Central Washington University has a long history of delivering courses via interactive video to higher education centers located on community colleges campuses in our region and in the Puget Sound area. Building upon this history and falling in line with Washington State Higher Education goals of improving access and time to degree completion, CWU has taken the step of providing students with greater opportunities to take online courses and complete online programs. Online offerings at CWU are meant to:

- Provide more flexible access to content and instruction for learners who cannot or choose not to attend traditional face-to-face offerings
- Disseminate instructional content more cost efficiently
- Provide greater educational course and program selection for students
- Improve time-to-degree completion

In the last three years, CWU has seen exponential growth in the number of online course sections offered and students enrolled both at our university centers and our residential campus. To assure that online courses and programs meet institutional, accreditation, and state licensing standards of quality, CWU has developed and implemented five key measures for quality assurance:

1. Student course evaluations (comparing online and face-to-face courses)
2. Rates of withdrawal and failure (comparing online and face-to-face courses)
3. Survey of student satisfaction with online learning at institution
4. Review of individual courses developed for online delivery
5. Review of syllabi objectives and assessments (comparing online and face-to-face courses)

The presentation will provide an overview of these quality assurance measures and the specific data analyzed to address them. The presentation will include PowerPoint slides and an interactive session whereby participants will be guided to address the following goals:

- Identify current measures utilized on their own campus for quality assurance in online learning
- Determine how the measures presented in the session might be implemented on their own campus
- Share ideas about additional measures that might be used to assure quality of online courses and programs

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Challenges of Developing Open Educational Resources for an International Audience

Lauren Zavala (Michigan State University, US)

Karen Vignare (Michigan State University, US)

Gwyn Shelle (Michigan State University, US)

With examples from an online, leadership-focused Gender in Agriculture Sourcebook, this session examines the challenges surrounding the development of OER for a global audience. The world has enough food for everyone, but 925 million people are undernourished (FAO, 2010), meaning that 1 out of every 7 individuals is hungry on a daily basis. MSUglobal—an entrepreneurial unit focused on innovative learning solutions at Michigan State University—has partnered with the World Bank to develop an online course to enhance the accessibility of the World Bank's Gender in Agriculture Sourcebook, giving familiarization with issues and awareness on global issues such as food security. While the courses will be asynchronous, it will be self-paced. The self-paced method is perhaps the most flexible, as it allows learners to interact with the content whenever it is convenient. The overall goal of the course is to provide a comprehensive online training resource for development practitioners to gain an in-depth understanding of mainstreaming gender into agricultural development initiatives. This course can be tailored to the specific needs of individual institutions working with gender and agriculture, utilizing as many or as few of the available modules deemed necessary for certifying individuals within a given institution. Because the topics of gender and food security are global issues, international accessibility was paramount in developing the course. Designed to be self-paced and easily navigated by a diverse audience, this course is a prime example of a higher education institution utilizing innovative technology to enhance access to instructional resources and promote the internationalization of online education. Working with storyboards adapted directly from the modules in the Gender in Agriculture Sourcebook, MSUglobal is transferring these documents into an innovative Open Educational Resource (OER). Using cutting edge e-learning software and authoring tools, MSUglobal has transformed a content rich, yet slightly cumbersome document into a concise, interactive, and globally accessible knowledge base. Made up of seventeen modules, the online course features resources, such as: learning exercises, images, graphics, simple simulations, and additional reading links that reference back to the original sourcebook. By using only custom-made graphics and Creative Commons licensed images, this course remains open and unrestricted in terms of purpose, reach and scope. Our proposed information session will examine the challenges surrounding access and quality when developing open educational resources for an international audience. It will highlight possible solutions to issues, such as: working with large groups of subject matter experts, language barriers, limitations of Creative Commons, connectivity and delivery challenges, and more. Project managers, instructional and/or graphic designers, and anyone else interested in expanding the reach of their resources through innovation stands to gain from this informative discussion. The presentation will provide background information on the Gender in Agriculture project, examples of practice in featured excerpts from the finished course, and introduce some of the oft encountered challenges as outlined above. From there, participants will organize into small groups and complete an activity that allows for conversation and process. The session will be wrapped up at the end with a debriefing session.

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A is for Effort: Guiding the Adult Learner Into the Online Classroom

Kathy Grams (MCPHS, US)

Suzanne Dinsmore (MCPHS, US)

Can we teach our busy students to become independent learners? Join us to hear techniques that provide positive, yet "invisible" motivation.

Returning to school later in life is difficult no matter what the area of study. Adult learners have many responsibilities and can become easily disconnected from the online classroom and their classmates. Many adult learners have full time employment and are the caregivers of children and aging parents. Their responsibilities are vast and managing their classes around work and family requires dedication and commitment. Outside influences or increased responsibilities are not new findings in the adult learner, but at times, they can surely exhaust a learner's motivation. As we find ourselves in a new era of challenging economic times, many professionals feel that they must return to school to survive in the workplace. Instances where a BS degree with experience was once found sufficient are now questionable, especially in the field of pharmacy. An advanced degree is necessary in many work places for job security or for an opportunity for promotion. Many positions are not even obtainable without an advanced degree. Professionals, who find themselves in a situation where they need to be more competitive in the job market, may gravitate to the online classroom. However, they are not necessarily prepared and may not have a strong desire to be a student once again. As educators, we have the opportunity to make a smooth transition into the virtual education space and use our "power" to positively guide the students to take more responsibility for learning. We have the ability to provide encouragement and promote engagement. With the changing economy and the changing online student, it is more important now than ever to take this opportunity. In the Post Baccalaureate Doctor of Pharmacy program at the Massachusetts College of Pharmacy and Health Sciences, our student body showed signs of being overwhelmed with the additional obligations of the classroom. As the educators of these adult professionals, we too found ourselves overwhelmed and increasingly frustrated with a student body that was unprepared. As enrollment increased, the number of questions and emails increased; students found it easier to send an email from their mobile device to the course coordinator than to utilize the materials that were prepared for them. It became evident that the online structure and design of the course had to evolve and help our students manage some of their classroom commitment. We reviewed the student responsibilities that were already outlined at orientation and in the syllabi. New ideas for encouragement and some specific directional techniques were sought out and gradually added to the course design. Over 2 years, we created several techniques to reinforce student responsibilities with the expectation of fostering a successful online student. Whether from increased demands or lack of enthusiasm, delays in starting the course on time, reading the course syllabus, keeping up with course discussion, or submitting assignments were real problems that were surfacing in our students. Extra credit quizzes, low stakes assignments, flexibility, and even providing cell phone numbers were some of the small changes that offered our students extra learning and extra encouragement. Variations were also made in the delivery of the material to address individual learning styles. Our goal for this session is to share several ideas that help us keep our students on track while decreasing frustration for the instructor.

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Digitizing DVD's and Orphan Works: Two Lawsuits Involving Six Universities

Linda Enghagen (University of Massachusetts, US)

The current status of the lawsuits over digitizing DVD's and orphan works provide a bit more certainty over copyright and fair use in educational settings.

The primary goal of this presentation is to provide participants with the most up-to-date information available concerning the copyright and fair use cases pending against six universities relative to their use of technology in the delivery of course materials and digitizing books. The heart of each case is the same. What falls under fair use and what doesn't? The presentation will examine each of the pending lawsuits in relation to the underlying allegations and rulings to date. The first case, AIME and Ambrose Video Publishing Inc. v. UCLA, deals with streaming video. UCLA purchased a collection of DVD's that it then digitized and streamed in its LMS to students enrolled in certain courses. UCLA argues this is allowed by fair use. AIME and Ambrose disagree claiming that it is a violation of both fair use and the terms and conditions of the license under which UCLA purchased the DVD's. While preliminary rulings favor UCLA and essentially dismissed all claims by AIME, AIME continued to pursue its claims by filing an amended complaint which is pending as of this writing. The second and most recent case involves digitizing orphan works. In this case, The Authors Guild et al v. Hathi Trust et al, Hathi Trust partnered with a number of universities to create a digitized repository of orphan works (e.g. a book is out of print, the copyright remains in effect but the copyright holder cannot be identified or located). The goal of the project is to enhance the availability of such works for scholarly purposes. While the lawsuit continues its way through the judicial process, one problem that came to light as the litigation progressed is the difficulty in accurately categorizing works as orphaned. Like the others, this case represents a dispute over the parameters of fair use. In each of these lawsuits, the practices complained of are possible by virtue of advances in technology. Whether their continued use will be permitted without additional costs such as expanded licensing rights will impact the extent to which they are available to enhance the educational experience.

Community College to University Completion: The Emerging Dual Enrollment Model

Ray Schroeder (University of Illinois Springfield, US)

Michele Gribbins (University of Illinois at Springfield, US)

New models of collaboration are emerging to make seamless community college / university collaboration the new norm in higher education.

The impact of the economic downturn has had devastating effects on individuals, public and private universities, and community colleges. With student loans eclipsing the one trillion dollar mark, tuition increases at record rates, and family financial reserves evaporating, increasingly students are pursuing entry into community college with the intent to complete their degrees online. This presentation will report on the new "Learning First" model - a Gates Foundation funded and League for Innovation in the Communication coordinated project that is building a new model of bridging the community college to university gap for students in Orange County California. The University of Illinois Springfield has a robust online degree completion program that began in 1998 and has served many thousands of community college students around the

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country in completing degrees through a unique program that includes dual enrollment in the community college and the university. Students complete their first 30 credit hours at the community college. The next 60 credit hours are a mixture of community college and online university classes. The final 30 credit hours are completed online at UIS. This model provides a double safety net for the students in their middle two years as they transition from community colleges to the university. With advisors, learning centers, libraries, and other student services concurrently provided at both the community college and the university, the students are given a rich level of support. The collaboration between the community college and the university in coordinating these services is the key to a very high success rate for online degree completion students at UIS. This session will include outline the model, agreements, and programs established to assure student success.

Online Military Learners

Karen Pedersen (Northern Arizona University, US)

Today, 75% of military learners enroll in online classes, but are institutions properly structured to serve them? How can institutions more effectively engage service members?

What makes an institution which serves the military community distinctive in their advertising presence? The legion of advertising in digital and print forums like Military Times, G.I. Jobs and Military.com beckoning the military audience all sounds largely the same: the messages are "features-based" - affordability, accessibility, flexibility - versus "benefits-based". From a service member's perspective it is often difficult to ascertain from this barrage of advertising messages whether the institution really meets their needs or desired outcomes. The central issue for educational leaders interested in serving this market is a better understanding of what military members are seeking and whether they are adequately fulfilling these needs in a way that is consistent with the underlying standards, values and ethical foundations of the academy. The primary goal of this session is to provide college and university personnel with the background and tools they need to better understand the current state of military advertising with an eye toward evaluating and potentially re-aligning their own military-focused marketing strategy based on lessons learned from this session. From an evaluation of the websites and advertisements from "top" providers to the military, we'll show how current messaging aligns or misaligns with the preferences expressed by a survey of over 300 military learners.

Distinctive and "benefits-based" advertising methods will be showcased and lead into an open discussion on how institutions can best reach and serve military learners. Our session will present the findings of an advertising content and provider website analysis as well as a survey of military learners on their education preferences. From these sources we will show the current state of military higher education advertising and comment on how it aligns with the preferences expressed by members of the military. Also we will provide an overview of the military market in terms of its overall size and change over time as well as current trends that may impact the market. The following concepts will be addressed: 1. Results of an advertising content analysis specific to military serving institutions - What is the current state of military higher education advertising? 2. Findings from evaluating websites of some of the "top" military serving institutions - What can be learned from "top providers" in terms of website design? 3.

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Best practices in using "benefits-based" advertising content versus "features-based" messaging - How does the content displayed in ads align with the preferences expressed by military learners? 4. With calls for reform including the recent Executive Order 13607 "Principles of Excellence" focusing on reigning in the aggressive tactics employed by some higher education institutions engaging with this market - How can one institution distinguish itself from another in the military marketplace while also being true to the standards, values and ethical foundations of the academy? 5. Engage in open discussion on "how a military-serving institution can be distinctive in the marketplace, best meet the needs of military learners and exemplify the best of the academy" - Based upon the findings from the data we present, what conclusions can we, as a group, come to on how to best reach and serve the military audience? The session will be informational in nature with an opportunity for audience engagement and participation. The slides from the session will be made available on the Sloan Consortium conference website and session information will be included in the conference proceedings.

Going Online? Already Online? Have You Thought of Everything?

Katie Blot (Blackboard, US)

Craig Chanoff (Blackboard, US)

Pressures to provide flexible delivery options are combining to drive more and more institutions to go online. But where do you start?

Pressures to provide flexible delivery options, do more with less and increase revenue - all while maintaining academic quality - are combining to drive more and more institutions to go online. But where do you start? If you are already online, how do you know if you've addressed everything to ensure a successful, sustainable program with the ability to scale with growth? Join Katie Blot, Sr. Vice President of Blackboard Consulting, and Craig Chanoff, General Manager of Blackboard Student Services, as they take you through the key functions, considerations, and interdependencies necessary to ensure your online program drives the enrollment results you are looking for, fulfills your learning vision and aligns with the culture of your institution. • From Institutional Strategy & Goals to Organizational Design & Financial Modeling to Assessment & Governance • From Faculty Development to Course Development to Technology Enablement • From Program Selection to Marketing Strategy to Recruitment • From Student Enrollment to Retention to Career Placement Join us for an engaging conversation about driving alignment, delivery, and management of successful online programs.

Stakeholder Engagement and On-line Learning: Convergence and Conflict

Robert Gould (University of Maryland University College, US)

How can best practices from business management, such as those based in stakeholder theory, be applied to on-line learning?

Beginning with Freeman's (1984) definitional work on stakeholder theory, the importance of organizational relationships with relevant stakeholders has increasingly become a central theme in the management literature. Organizations should identify and respect stakeholder groups, because this is right thing to do, and must also find ways to respond to stakeholder

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concerns, as this has become a strategic imperative. Stakeholder theory is unique in the management literature in that it simultaneously addresses both ethics and strategy. In fact, in his more recent works, Freeman (et al., 2007 and et al., 2010) has argued that it is this very linkage of ethical and strategic concerns that makes stakeholder theory particularly relevant to the management of modern organizations in times of turbulence and complexity. In order to successfully put stakeholder theory into practice, organizations must find ways to successfully engage with their relevant stakeholders. But implementing the processes of stakeholder engagement can be challenging, as relationships with stakeholders are not only complex, but are also constantly changing, often in unpredictable ways (Bourne, 2010). Stakeholder theory, as a management approach, has not previously been applied to on-line learning. This presentation undertakes a preliminary effort at exploring those linkages. Key theoretical underpinnings of on-line learning, including the Sloan-C five pillars, the community of inquiry model, and adult learning theory, all highlight the importance of interaction and engagement. Although the language used to describe these relationships in management and in education differs, there is clearly a convergence of these concepts across these fields. However, the very act of conferring a degree at the completion of a course of study by a college or university implies a hierarchical relationship between the institution and the student stakeholder. This makes authentic engagement in this stakeholder relationship complicated at best and even potentially conflictual. Similar challenges and conflicts may occur in the relationships between the institution and the increasing numbers of contingent faculty, as well as with other stakeholder groups. In response to complex and rapidly changing conditions, many colleges and universities have begun the process of looking at their on-line programs from strategic (Smith et al., 2008), as well as an educational, perspectives. Higher education, whether delivered on-line or face-to-face, is based on a strong underlying ethical premise; "more" education is clearly "good," both for the individual receiving it and for society more generally. Applying a stakeholder engagement approach to on-line learning, however, requires undertaking ethical analysis of the relationships between institutions and specific stakeholder groups simultaneous with the strategic analysis. The multiplicity of stakeholder groups, and the complexity of organizational relationships with them, means that a more detailed and nuanced ethical analysis than one simply based in the "common good" is required. This presentation evaluates the relationships between the processes of stakeholder engagement and those of on-line learning, identifying areas of convergence and areas of conflict, highlights specific best practices, and poses an agenda for future research. References: Bourne, L. (2010, Sept.). Why is stakeholder management so difficult? Paper presented at Congreso Internacional en Gerencia de Proyectos y Mejoramiento Organizacional, Universidad EAN, Bogota, Columbia. Retrieved from http://www.mosaicprojects.com.au/Resources_Papers_Alpha.html#Top Freeman, R. E. (1984). Strategic management: A stakeholder approach. Boston, MA: Pitman. Freeman, R. E., Harrison, J. S., & Wicks, A. C. (2007). Managing for stakeholders: Survival, reputation, and success. New Haven, CT: Yale University Press. Freeman, R. E., Harrison, J. S., Wicks, A. C., Parmer, B. L., and de Colle, S. (2010). Stakeholder theory: The state of the art. Cambridge, England: Cambridge University Press. Smith, S. H., Smith, S. H., Samors, R. & Mayadas, A. F. (2008). Positioning online learning as a strategic asset in the thinking of university presidents and chancellors. Journal of Asynchronous Learning Networks, 12(2), 91-100. Retrieved from http://www.sloan-c.org/publications/jaln_main

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Encouraging Innovation From the Ivory Tower: A Model for Online Program Development Within the Academy

Christine Shakespeare (Pace University, US)

Beth Klingner (Pace University, US)

We demonstrate a specific leadership model effective for producing program innovation despite internal administrative and faculty controversies and challenges.

Pace University is a private nonprofit institution with multiple campuses in the metropolitan New York area. One of the bigger competitive forces affecting NY higher education is for profit institutions and online programs. The Pace University President issued a challenge to select staff and academic deans to redefine and reimagine education for today's adult and nontraditional students and open a new revenue source for the institution. Higher education institutions which serve the traditional student are at a crossroads in the consideration of moving beyond the provision of online courses, to the consideration of the provision of complete undergraduate degrees online. The crossroads exists because consumers are now questioning the higher education value proposition and traditional institutions are struggling to stay competitive while wrestling with rising costs; faculty discontent; faculty compensation; degree quality; institutional reputation; access to higher education for nontraditional students; assessment; and higher education institution governance, among other issues. As the author Clayton Christensen has highlighted, higher education must make higher education more affordable while maintaining quality(1) in order to remain competitive. While the national economy has made higher education affordability issues more poignant, a disruption in higher education has revolutionized higher education through the provision of online education. "Disruption" is the "process by which a sector that has previously served only a limited few because its products and services were complicated, expensive, and inaccessible, is transformed into one whose products and services are simple, affordable, and convenient and serves many no matter their wealth or expertise." (2) This presentation will review some leadership elements of disruption in higher education as described first by Christensen (3) in *The Innovator's Solution* (2003) and later in *Disrupting College* (2011) laying out that technology is not the only element involved in disruption. The higher education business model is a key element to consider in the development of an innovation at an institution. Institutions can choose to outsource innovation or they can leverage their existing fixed resources in [an] autonomous model to give themselves a cost advantage over what to this point have been the low-cost disruptive innovators. (4) In *The Innovator's Solution*, Christensen suggests a leadership model for innovation within institutions that is a useful model for higher education institutions to consider should they decide to launch an innovation such as an online degree program. This presentation will highlight the crossroad at which this higher education institution found itself when it chose to develop its first online undergraduate degree for nontraditional students(5). Issues of teaching, student services, finance, administration, and other management issues were raised as the institution worked through the implementation of the program. The implementation of a degree online at the undergraduate level challenged the institution to uncover the assumptions inherent in the oversight of curriculum development, governance, and leadership. Leadership from the president led to unprecedented opportunities to implement a new online degree program but posed all sorts of problems for governance;

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curriculum development; faculty curriculum oversight; online support services; institutional readiness; blended vs. online program delivery; recruitment of nontraditional students, and even state policy oversight during the state new program approval process. Leadership, however, was the crucial element needed to successfully implement this program now in its second year with growing enrollment. Christensen proposes that an institution must consider its resources, processes, and values when launching innovation. The institution can utilize its own resources or acquire the capability to generate innovation by utilizing an external organization. Thus, even selecting a "home" within the organization, should the innovation be grown from within, is a necessity. Christensen suggests that the structure of the development team or--a "heavyweight team" is key. A Heavyweight Team refers to a "group of people who are pulled out of their functional organizations and placed in a team structure that allows them to interact over different issues at a different pace and with different organizational groups than they habitually could...which ultimately create new processes or new ways of working together." (6) In this session, participants will learn of a proven leadership structure/model that supports innovative program development. Necessary to innovative program development is several assumptions that are contrary to traditional higher education program development: speed of program development is typically two-three years to bring to market—from internal design, multiple committee development, leadership approval, financing, state approval and other approvals. Finance is another issue (how to finance the development, the marketing, the materials, the recruitment, the faculty, the technology, the management/administration). Another assumption is that programs are developed by the discipline area and initiate in the discipline, not at the institutional administrative level. Then, for continued administration, the program is managed from the school, with advisement and then centralized issues like marketing and recruitment external to the school. The model that Christensen offers of utilizing a heavyweight team is feasible but requires some deliberate decision-making. Session participants will have an opportunity to spend some time thinking about how the model would be implemented at their home institution.

Footnotes

1. Disrupting College: How Disruptive Innovation can Deliver quality and Affordability to Postsecondary Education, Clayton M. Christensen, Michael B. Horn, Louis Caldera, Louis Soares, February 2011, www.americanprogress.org; www.innosightinstitute.org.
2. Ibid. p. 2.
3. The Innovator's Solution: Creating and Sustaining Successful Growth, Clayton M. Christensen and Michael E. Raynor, Harvard Business School Press. Boston, Massachusetts, 2003.
4. Disrupting College: How Disruptive Innovation can Deliver quality and Affordability to Postsecondary Education, Clayton M. Christensen, Michael B. Horn, Louis Caldera, Louis Soares, February 2011, www.americanprogress.org; www.innosightinstitute.org, p. 6
5. This institution did have other online degree programs at the graduate level and one undergraduate online degree but solely for the telecommunications industry.
6. The Innovator's Solution: Creating and Sustaining Successful Growth, Clayton M. Christensen and Michael E. Raynor, Harvard Business School Press. Boston, Massachusetts, 2003. p. 196.

[Identifying a Need for Online Honors Courses At Associate's Level Institutions](#)

Melissa Johnson (University of Florida, US)

This presentation describes a

study of early adopters of online honors courses at three associate's level institutions.

Implications and recommendations for practice are

This presentation describes a study of early adopters of online honors courses at three associate's level institutions. Implications and recommendations for practice are included. Although online learning has reached the mainstream in undergraduate education, it is still a new (and controversial) phenomenon in undergraduate honors education. The honors community often notes that what makes honors "special" or unique is that honors courses serve as laboratories of curricular innovation and experiential learning (Braid, 2001; Braid, 2007; Bruce, 2008; Hutgett, 2003; Lacey, 2005; Schuman, 2001; Strikwerda, 2007; Werth, 2005; Wolfensberger, van Eijl & Pilot, 2004). Unfortunately, the use of technology is not often seen as an outlet for curricular innovation or experiential learning in honors. There is little empirical data on the use of technology in the honors classroom, but there is even less data on the nature of online honors courses. The National Collegiate Honors Council (NCHC) technology committee distributed a survey of member institutions to determine how technology was utilized in their honors courses (Schlenker, 2002). Out of 139 responding institutions, only 9 offered fully Internet-based courses. Seven institutions offered distance education via interactive television, and 7 offered distance education via a combination of satellite, email, compressed video and video conferencing. Since this committee was disbanded, the survey has not been updated since 2002. Honors education is not limited to 4-year institutions. While the numbers have fluctuated, programs at 2-year colleges (often community colleges) started to increase steadily in the 1990's. As of 2006, 123 of the 773 institutional members of NCHC were two-year colleges (James, 2006). Honors programs at two-year colleges typically expose students to material and pedagogies normally found in the junior or senior year of a four-year institution (Schuman 2006). The purpose of this study was to gather recommendations from the few early adopters in online honors education about how online learning might be adopted at the program and / or national level, particularly at associate's level institutions. Research question: This study was guided by the following research question: What recommendations do early adopters of online honors education at the two-year college level make for implementation of online learning in honors at the program and national levels? Methods: Criterion sampling, a type of purposeful sampling, (Patton, 2002) was utilized to find honors faculty who were teaching honors courses that they had designed online. Online was defined as having at least 80% of the course content delivered online (Allen & Seaman, 2010). The minimum criteria for participants was experience teaching an online honors course for at least one semester. The participants must have designed their online course. Participants were recruited from two national association listservs, as well as a state association listserv. Three of the five participants who responded and qualified for the study taught at an associate's level institution. For the purpose of this paper, only the recommendations from those three participants are included. Each faculty member participated in three individual, semi-structured interviews. Each of the three interviews focused on a particular aspect of teaching an online

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honors course. The interview data was analyzed according to van Manen's (1990) hermeneutical phenomenology approach, in concert with Creswell's (2003) process for analyzing phenomenological interviews. Results: The three participants all agreed that they decided to offer honors courses online based on an expressed need by their honors students. One course was offered during a summer term to provide a general education opportunity to honors students who would be working from a distance. While most of the students at this participant's institution were from the local area, the honors students mostly came from out-of-town and spent their summers away. By offering an honors course online, he was able to reach out to students who might not have had access otherwise. Another participant found that an online honors course would provide greater access to honors both for nontraditional students who might have conflicts with their work schedule, as well as other students who had complicated academic schedules. She also noted that students in the sciences did not have as much flexibility with their schedules and needed to supplement their face-to-face courses with online courses. By offering an online honors course, she was able to meet a significant need for her students. On the third participant's satellite campus, they did not have enough honors students to fill an entire course. By allowing honors students into his online course through a contract system, those students could continue to fulfill honors requirements. He also believed that online classes provided flexibility for students who were very involved with other classes, as well as with extracurricular activities. Interpretation: By teaching honors courses online, all three of these participants were able to meet their students' needs and increase access to honors education. By meeting those needs and increasing access to honors, an important message was being sent to their departmental leaders about the importance of being open to online learning. Although not all of their program leaders would be convinced of this importance, the participants had several recommendations for program-level and national leaders to consider. Implications and Recommendations: Two of the three participants shared concerns about the equivalency of the honors experience in an online environment. One of the participants was able to create an equivalent experience, while the other participant was not. All three participants recognized equivalency as a major concern of their peers, in addition to issues of academic integrity. The ability to create access to honors education through an online medium was seen by the participants as more important in determining whether or not to offer their course. The experiences of the participants, however, led one of them to discontinue his honors course when he could not create an equivalent learning experience. All three of the participants saw blended learning as a potential compromise or gateway for meeting the aims of honors education online. The need to develop an online pedagogy specific to honors education was seen as highly important to course adoption.

[Moving Online Education From Fringe to Core: Effective Practices for Campus Leaders](#)

Mary Niemiec (University of Nebraska, US)

Laura Pedrick (University of Wisconsin Milwaukee, US)

Dylan Barth (University of Wisconsin-Milwaukee, US)

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This workshop will share effective practices utilized by several Midwestern universities to capitalize on existing infrastructure and opportunities to serve both distance and on-campus students.

Proposing an online program at a major university in the late 1990's was seen as radical, quality was questioned, the program was perceived to be of value to only 'non-traditional' students and the effort viewed as fringe to the mission of the institution. Flash forward a few decades and we find that teaching using technology and providing access through online courses/programs is now viewed as strategic. And....most of our students today would be considered 'non-traditional' by 1990 standards. We submit that the evolution of online education is quite often driven by mission - teaching, research, service and economic development. The alignment with mission, the consistency with goals such as retention, time-to-degree and graduation are critical drivers. Public institutions of higher education, in particular, are struggling to fulfill their commitment to quality and affordability despite diminishing state support. One strategy many institutions are utilizing is leveraging the investment in online education to provide access to affordable, quality education to students - those learning from a distance and those attending on campus.

For many institutions, significant resources have been committed to provide access to higher education for place bound working professionals and national audiences of adult learners through online learning initiatives. Consistently, institutions find that campus students want and need the same flexibility that online courses provide. What specifically are these strategies, how are they being implemented and are they successful?

Through two case studies, this workshop will share effective practices utilized by several Midwestern universities to capitalize on existing infrastructure and opportunities to serve both distance and on-campus students. Participants will also be engaged in working through a hypothetical case study in small groups and sharing their own effective practices via an online repository during the workshop.

This highly interactive workshop is intended for administrators, instructional support professionals, deans and department heads. Participants are asked to bring a laptop or other device in which they can access the internet during the session and at least two effective practices to share from their institution.

Leading Online Learning in Changing Landscapes: Success Factors and a Change Model Sangeetha Gopalakrishnan (Wayne State University, US)

Based on a research study this presentation will discuss the leadership roles of individuals charged with establishing large-scale online initiatives and a model for success.

Several guidelines for achieving quality in distance education (DE), and success factors for online learning (OL) exist in the literature. However, only a few studies situate these quality and success characteristics within a theoretical framework or a model for implementing OL. There is a need to know more about integrating individual success factors into a comprehensive approach. Establishing institution-wide online programs may be tantamount to leading organizational change. Perhaps, procedures for effecting organizational transformation may be useful for academic institutions for moving to OL. Leadership is stated to be important in any

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organizational change, and also when educational technology innovations are implemented at universities. Although there is a significant amount of literature on the role of a change agent in the diffusion of innovations, there is a paucity of research on the role of leadership in implementing large-scale online initiatives. Using a framework of organizational change this study examined the online efforts of institutions successful in online education and the role of OL leaders (individuals charged with establishing large-scale online courses and programs) at these institutions. This presentation focuses on the OL leader's role. Study Participants The participants in this investigation were both institutions, and individuals. Eleven institutions with the reputation for being successful providers of online education and ten individuals with lead responsibility for OL implementation at these institutions were selected for this study. Institutions were under public control, at the research and masters levels, and located in different parts of the United States. Eight of the participating institutions were individual universities and three were university systems. Ten of the institutions had tenure-track systems. The institutions varied in size and had online enrollments ranging from 3,368 to 196,000. The majority of the institutions in this research had an institutional history of involvement with DE, had been in the business of OL for 10 - 15 years, and had dedicated units for OL. While the OL leaders' educational backgrounds varied, they all had a doctorate, extensive experience in the field of DE, and served in leadership capacities for DE/OL for at least a decade. Most of them had a long institutional affiliation, and were situated fairly high in the organizational hierarchy. Methodology This was a qualitative study and consisted of two phases. During the first phase best practices and leadership strategies for sustainable success in online education were identified. In the second phase a model for OL implementation encapsulating these practices and strategies was developed. The primary instrument used for data collection in this investigation was in-depth, one-on-one interviews with the OL leaders. Four prominent change management models served as a framework for the interviews. Results: Role of the Online Learning Leader The data indicated that OL leaders were the principal change agents orchestrating online initiatives at their institutions. Several factors in the backgrounds of OL leaders seemed to have contributed to their success as change agents for OL. These success factors included their individual innovativeness, educational background, experience in DE, knowledge about the diffusion of innovation, institutional affiliation, position in the institutional hierarchy, ability to integrate entrepreneurial approaches with academic considerations, and adaptability to constant change. OL leaders used various titles to describe their roles in implementing OL at their institutions and these included: "an institutional advocate for OL", "a salesperson", "a strategist", "an enthusiastic zealot", "Sisyphus", "a participant", "a Johnny Appleseed for OL", "a cheerleader", and a "champion for OL". Of all the different roles played by the OL leader, being a salesperson for OL was, perhaps, the most crucial. The titles are reflective of the multifarious functions executed by the OL leaders to bring about the move to OL. OL leaders typically performed multiple roles. Also, their roles evolved as the migration to online education progressed through different stages. OL leaders emphasized the importance of having to be "relentless", "persistent", and "continuous" in all their efforts to lead the institution to OL and sustain its successes. OL leaders took on a crucial facilitation role and operated in many ways like a "hub", orchestrating activities at the levels of executive leadership, faculty and other stakeholders. The key functions and characteristics of the OL leader are encapsulated in the model described next. Leadership and Change Model for OL

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Implementation The Leadership and Change Model for OL Implementation has three leadership components and nine major phases (see Figure 1). Many of the phases are further constituted by various elements. Best practices and leadership strategies are associated with each of the elements. The nine major phases or actions of the OL leader are: 1. Create a vision and goals for OL 2. Draft a strategic plan 3. Motivate the move to OL 4. Communicate vision and goals for OL 5. Develop political support for OL 6. Manage the transition to OL 7. Measure outcomes of OL 8. Ensure quality of OL 9. Sustain the OL initiative Figure 1. Leadership and Change Model for OL Implementation Discussion The critical success factors for OL implementation that emerged in this investigation both validate and add to the existing literature. However, this research is unique in that it integrates individual success characteristics into a theoretical framework for OL implementation that is based on the notion of organizational change. By establishing the crucial role of the OL leader in institutional success in online education, this investigation addresses a gap in the literature. As noted, several factors contributed to the success of OL leaders in this study. The most significant success factor might have been their ability to size up and adapt to the institutional context for online education. OL leaders experienced several catalysts of change in the online environment, both within and outside the institution. OL leaders not only adapted to and survived these changes but also capitalized on them. Further research is needed to establish the relative importance of the success factors for the OL leader. However, this investigation strongly suggests that leadership in online learning in this changing higher education landscape is about grasping, being responsive to, and exploiting context, persistently!

Disrupting Online Learning: Improving Educational Quality in a Complex World

John Sener (Founder/CKO, Sener Knowledge LLC, US)

Denise Easton (Complexity Space Consulting, US)

Online educators face a new challenge: using online learning to improve education. Learn how to leverage complexity to improve educational quality.

Workshop goals: at the end of the workshop, participants will be able to:

Identify one or more pressing issues or tensions related to their online education programs Understand critical barriers to aligning online education and foundational shifts in the field knowledge, access, authority, complexity).

Describe the basic characteristics of complex adaptive systems (CAS) and explain how these characteristics apply in context of online education.

Explain how to integrate and implement adaptive learning, social learning and networked learning to online education by applying CAS principles.

Identify at least three strategies for improving your online education courses or programs based on what you learned in the workshop.

Develop initial thoughts/plans for implementing these improvements based on applying CAS principles.

Workshop Description:

Online education has long been valued and defined by its capabilities for increasing access to learning. As online education encounters rapidly changing conditions and expectations,

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educators are presented with a new challenge -- designing and using online learning to significantly improve education outcomes. The accelerated pace of new and disruptive options for delivering online education often create unanticipated and unplanned and unproven outcomes. New choices require new questions.

Whether you're in the early stages of using online learning to improve educational quality or looking for ways to accelerate improvement implementation and outcomes, this workshop is for you. This workshop will offer a new lens for evaluating and enhancing online education strategies and programs. Most significantly, you will understand how complexity offers new options for leveraging the influence of disruptive shifts in online program development, delivery and learner centered engagement. Traditional notions of education -- "Old Smart" knowledge, limiting access, imposed authority, and a scientific rationalist paradigm -- are being challenged at their core by a dynamic knowledge ecology that operates on new principles and expectations. Improving online education in a complex world requires learning how to implement strategies that recognize and use the emerging shifts in knowledge, access and authority.

Although the workshop presenters will frame key issues and foundational knowledge of an adaptive approach to online education, the heart of the workshop will be collaborative participation and exercises. The presenters bring to the table a deep understanding of complexity theory and human systems in organizations (Denise), a set of insights about how this new paradigm applies to education (John), and a list of effective strategies for using this knowledge to transform our thoughts and work in education (both).

Workshop design:

Initial 'icebreaker' activity: 1-2-4-WHOLE GROUP - whole group activity which will enable participants to identify and clarify online education issues and tensions which are most pressing for them.

1. Disruptors/Disruptions in Online Education

Presentation subtopics:

Foundational shifts: knowledge, access, authority, complexity

How these are barriers (e.g., reflexive sorting, others TBD)

Emerging ecologies (knowledge, social, profession)

Potential for Change - Status Quo through Mutation

Group exercise: Conversation to share reactions to the presented barriers (provide examples, share what they perceive as barriers, compare their perceptions with the presenters; what's the same/different); report out to whole group.

2. Basic characteristics of complex adaptive systems (CAS) and their influence to education.

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Presentation subtopics:

- Why it's a garden, not a machine
- Understanding how patterns provide insight
- Complexity is more than the buzz word du jour
- Complexity as an emerging foundational shift in education

Discussion: Group brainstorm: generate a list of ways that CAS influences education. Presenters will seed the list and participants will add on to it.

3. Adopting and applying CAS principles to online education

This section will enable participants to consider how they are already applying CAS principles to online education and to explore how they can intentionally use CAS principles to sidestep, integrate, or otherwise overcome existing barriers.

Presentation subtopics:

- Adaptive learning: (also agile learning)
- Social learning (social knowledge and engagement ecologies/strategies)
- Networked learning
- Avoiding traps: the comparison trap ; the standards trap ; the learning trap; the reflexive sorting trap

4. Strategies for moving from theory to practice

Presentation: Criteria and Strategies for improving online education from two perspectives

- Exercise: Wisdom of the Crowd -- enables participants to identify actionable strategies
- Self-Exercise: Wisdom of the Individual exercise - capture strategies that the group overlooked -- what's the same? what's different? [reflective thought exercise period]

Plans for moving from talk to action

- Describe your initial thoughts/plans for implementing these improvements based on applying CAS principles
- Describe your initial ideas for how you will assess the effectiveness of your implementation

Exercise: 15% Solutions Exercise -- enables participants to identify areas where they can create transformational change.

5. Wrap-Up and evaluation

Prospecting Effective Practices

- Mehera Dennison (Sloan Consortium, US)
- Mercy Dennison (Sloan Consortium, US)

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Janet Moore (Sloan Consortium, US)

For a decade, Effective Practices have been one of the most visited Sloan-C resources. What are the prospects for making them even more useful?

Sloan-C calls practices 'effective' rather than 'best' because the best is always yet to come.

Effective practices evolve because, every day, educators face challenges and devise solutions. Today—with changing student and faculty demographics; economic, social, and civic capacity development; models for engagement and partnerships, globalization and internationalization of education; open education including open source educational software and open educational resources; time- and place-agnostic access to education; outcomes based education; mobile and cloud computing, social networking and ever more rapidly emerging technologies that promise to increase educational effectiveness—we want to ensure that the effective practices collection is useful for new directions. Thus, this session will review where we are thus far with current practices and solicit audience input for new directions—prospects—for a new effective practices collection. A decade of sharing effective practices via Sloan-C has yielded hundreds of practices from hundreds of institutions, from the Air Force Institute of Technology to Western Governors University. Each of the practices seeks to meet the criteria for replicability in diverse contexts: Innovation: The practice is inventive or original. Replicability: The practice can be implemented in a variety of learning environments. Potential impact: The practice would advance the field if many adopted it. Supporting documentation: The practice is supported with evidence of effectiveness. Scope: The practice explains its relationship with other quality elements. Effective practices offer ways to adapt and advance solutions. Many effective practices have become common practice. This session reviews particularly noteworthy practices that should enter the mainstream because they offer solutions to perennial questions about the core values of improving access, learning, faculty and student satisfaction and scale. These practices offer solutions to questions such as: Access: How can we assure that entering students have the skills, knowledge, and behaviors they'll need to proceed and succeed? How can we arrange for students to have multiple means of access? Faculty: How can we assure that faculty are ready to teach online, get ongoing peer support and continuously improve? How can we give faculty on-demand resources for teaching and for creating effective teams? Scale: How can we extend knowledge beyond the classroom and choose effective learning technologies? How can institutions share resources? Learning: How can we design for engagement? How can we use student feedback on learning to remove barriers? Students How can students get support services when they need them? How can we provide greater community for students? After reviewing current practices, the audience will be asked to help Sloan-C prospect for the next phase of effective practices collection. Please consider these ideas and bring your own: Should Sloan-C continue collecting practices on an open submissions basis, or should it issue calls for practices in specific areas? A combination of both? Should Sloan-C continue the current process of using the rubric to evaluate submissions? Should awards be named by a selection committee? Or should awards be voted upon by membership or member ratings or commentary?

Perceived Differences About Incivility Between Faculty and Students in Higher Education

Kristin Davis (University of Central Florida, US)

Alisha Janowsky (University of Central Florida, US)

With the rapid pace of new technology use in the university classroom comes the inevitable perceived differences between faculty and students regards incivility. Civility in the classroom has gained momentum in the social science research literature over the last two decades. This study contends that civility and incivility are interpersonal phenomena. As the dynamics of higher education change ever more quickly, it is imperative for social science researchers to have a clearer idea of both faculty and student perceptions of uncivil behaviors, which can occur because of perceived breach and felt violation of psychological contracts from either or both parties. To better understand the motives behind uncivil behavior, particularly, the theoretical framework of psychological contracts is employed. In using psychological contract theory, several additional features are central to each party's beliefs about mutual obligations between the interacting parties. These components comprise the aforementioned perceived breach and felt violation, as well as the personality characteristics of extraversion, conscientiousness, neuroticism, self-esteem, equity sensitivity, and locus of control. Raja, Johns, and Ntalianis (2004) originally investigated perceived breach, felt violation, and these personality characteristics' relationship to psychological contracts. The personality characteristics in Raja et al.'s study "tended to predict perceptions of contract breach" and moderated "the relationship between those perceptions and feelings of contract violation" (p. 350). However, the context for their study was the employer-employee relationship, and "contract type and feelings of violation were associated with job satisfaction, organizational commitment, and intentions to quit" (p. 350). The context the present study observes is the faculty-student relationship. Moreover, we argue that personality characteristics, contract type and breach, as well as feelings of violation, are associated with uncivil behaviors between faculty and students in the higher education environment. The landscape of the traditional teacher-centered university classroom is becoming more learner-centered. In addition, online and hybrid courses are increasingly the norm at major universities. In fact, depending on the degree and major field of study, some undergraduate programs as well as graduate programs are offered fully online. Many private universities are primarily, if not solely, designed to offer online degrees. Student demand is the reason for their existence. Arguably, due to these technological changes in university teaching and learning, an increase in uncivil behavior appears to be occurring on college campuses nationwide, in general, and within the classroom environment, specifically. Many types of student incivility within traditional lecture environments are likely different from those in learner-centered, discussion-oriented classrooms. Additionally, because professors hold more power (sage on the stage) in traditional lecture courses (and students have less opportunity to discuss difficult topics), faculty incivility is likely different in many ways than faculty incivility in learner-centered, discussion-oriented environments. Should college professors be responsible for student development of civility? Many scholars argue faculty should, especially in colleges and schools of pharmacy (Spies, Wilkin, Bentley, Bouldin, Wilson & Holmes, 2010; Task Force of Professionalism, 2000). In earlier times, a component of public education included learning

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about manners, etiquette, and civil behaviors. In the recent past, civility has been left to the family to provide training to children. Nevertheless, many school administrators and faculty argue that civility education is not taking place in many homes. Therefore, schools and colleges should incorporate civility education in public education. However, research examining psychological contracts demonstrates, regardless of training and professional development, students' implicit beliefs about an exchange agreement between themselves and faculty may never coincide with faculty psychological contracts (Arnold, 1996; Rousseau, 2004). Although Rousseau (1990) maintains that psychological contracts are important to study even when one party seems unaware of their existence, Arnold argues that not only is the "content of the psychological contract in the eye of the beholder, but so is the detection of its violation and interpretation of exactly what was promised in the first place" (p. 517). Due to the changing nature of higher education in the United States, it is crucial for administrators, faculty, and students to have a better understanding of what constitutes civility and incivility in the college classroom. Because both faculty and student implied beliefs about civility are likely quite different from one another, at least regards some behaviors, it is important for professors to have deeper knowledge about the different perceptions between student and faculty beliefs about civil and uncivil behaviors, and how those perspectives are shaped through psychological contracts, breaches and violations, which are based upon personality characteristics. The purpose of this study is to examine faculty perceptions of both student and faculty incivility; in addition, we investigate student perceptions of both faculty and student incivility. Moreover, comparisons will be made to determine whether or not faculty and student psychological contracts related to course, instructor, and student expectations influence civil and uncivil behavior in the classroom. Furthermore, to gain deeper insight into how psychological contract theory illuminates incivility in the classroom, type of contract, breach of contract, felt violation, and several personality characteristics are investigated for correspondence among these variables. First, the authors review the literature on civility in education. Subsequently, the psychological contract literature is reviewed. Next, personality characteristics are discussed. Then, research questions and hypotheses are proposed. Lastly, the method is proposed. The researchers plan to collect data for this study Summer 2012, to write up results and discussion in Early Fall, so that we may present our completed project to the Leadership, Values, and Society Track at the October Sloan Consortium Conference about Online Learning, in Orlando, Florida.

Effectiveness of Online Instruction: The Importance of Engagement

Maria Hopkins (University of Alabama at Birmingham, US)

The study compared two online courses with a traditional face-to-face course. It was found that frequent opportunities for engagement are important for student satisfaction.

Understanding psychology (or any other discipline) requires students to have the facts and the ability to use those facts to solve problems. In problem-based learning, students are put in an active learning environment by giving them problems and training them to identify what they need to learn to solve those problems. Consequently, today a major trend in higher education is the move to problem-based learning and collaborative learning environments supported by

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information technologies (Allen & Seaman, 2010). Problem-based learning and collaborative learning educational methods can occur without technology, and technology can be used in non-problem-based learning or collaborative environments. However, an innovative online learning environment can have a substantial impact on student learning and problem solving. Online learning creates a student centered instruction environment where students become active and integrative learners. Communication and collaboration tools like online discussion forums, chat, and video lectures facilitate discussion and learning among student peers and faculty. The primary purpose of this study was to compare two versions of online courses in Psychology with their equivalent two courses taught in a traditional face-to-face format. One version of the online course included required interaction through discussion boards and interactive video lectures, while the other online version did not require interaction between peers or instructor and included recorded video lectures. Comparisons of the courses included student ratings of instructor and course quality, assessment of course interaction, and learning outcomes such as course projects, and grades. The current study was designed to answer the following research questions: 1. What differences exist in satisfaction with the learning experience of students enrolled in online versus face-to-face learning environments? 2. What differences exist in student perceptions of student/instructor interaction, and student/student interactions between students enrolled in online versus face-to-face learning environments? 3. What differences exist in the learning outcomes (i.e., quality of course projects, and final course grades) of students enrolled in online versus face-to-face learning environments? The current study compared outcome data obtained from students enrolled in one of three versions of undergraduate level courses in Developmental Psychology and Psychology Capstone. One version of the course was taught on the campus of the University of Alabama at Birmingham through a traditional face-to-face format, one version of the same course was offered totally online with several opportunities for students to engage with the instructor and peers through discussion boards and interactive video lectures using Wimba classroom. The final version of the course was also offered totally online but did not include any direct engagement with the instructor and peers as recorded lectures were employed and students were not required to participate in weekly discussion boards. All three versions of the same course were delivered by the same department, by the same instructor, and required the same content, exams, and projects. The groups of students enrolled in the courses prior to the start of instruction were equivalent (i.e. age, major, reason for taking course, college and High School GPA). The results revealed no significant differences in test scores, quality of course projects, and final grades, although the online groups' averages were slightly higher. There were no significant differences between learning outcomes and grades between the groups. Students' reported effectiveness of the course was significantly higher for the online course which included opportunities for engagement compared to the online course which did not require discussion posts or engagements through lectures. The study showed that equivalent learning activities can be equally effective for online and face-to-face learners as long as instructors allow for frequent engagement with peers and the instructor.

"Localness" in a Postmodality Landscape: Understanding Today's Educational Access

Thomas Cavanagh (University of Central Florida, US)

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New student course-taking behavior is ushering in a postmodality era where the categories of traditional, non-traditional, distant, and local are irrelevant.

Thanks to online-learning technologies, students are now able to select the courses that best meet their needs to achieve their educational requirements, regardless of the course modality. At any given time, a student can be online, on campus, or both simultaneously—what the Sloan Consortium has previously called "localness." The distinction between distance students and face-to-face students is disappearing as "traditional" students increasingly need "nontraditional" flexibility. They are simply *students* who choose their preferred learning styles to meet their needs at the moment. This growing phenomenon is ushering in a "postmodality" era wherein the categories of traditional, nontraditional, distant, and local are becoming irrelevant. Now even the traditional 18- to 24-year-old residential college student increasingly requires nontraditional flexibility. Ironically, many of these students leverage the convenience of online courses to more deeply engage in the on-campus experience. They may be involved in sororities or fraternities, play intramural or intercollegiate athletics, be involved in clubs or other affinity groups, or even work part time. Where it is offered widely at an institution, online learning affords these traditional students much greater scheduling flexibility and enables much deeper on-campus participation. Classifying a student as "main campus" or "extended campus" or "distance" becomes meaningless in an environment where students take whatever courses they need in whatever location or modality best suits their requirements at the time. These students are unconcerned with categorical labels—they are concerned with getting the courses they need in the formats that fit their lifestyles, whether they are a working adult or an undergraduate who travels frequently as part of the volleyball team. Research indicates that even in end-of-course evaluations, students do not consider modality an important factor in their course-taking experiences. Students are able to translate specific end-of-course evaluation questions to apply to any of the three modalities without any problem. The modality is not a factor. Further, the same research indicates that course mode is not an effective predictor of success or withdrawal within a course. To these students, "a course is a course;" modality makes no difference. The postmodality blurring of boundaries between traditional and nontraditional is being hastened by the intersecting dynamics of these student preferences for flexibility and convenience with the desire for efficiency by system and state policy leaders. The University System of Maryland now requires undergraduates to complete twelve credits in alternative-learning modes, which include online learning. Texas has proposed a similar rule with a 10 percent threshold. The Minnesota State Colleges and Universities system is advocating that 25 percent of all student credits be earned online by 2015. When top-down systemic mandates such as these align with the bottom-up preferences of students to have maximum flexibility in their course-selection practices, a powerful force for change across all of higher education is created. Online learning has catalyzed these forces into a movement that university administrators and faculty members are trying to address in a variety of ways, depending upon the institutional mission and available resources. This presentation will examine the impact of this postmodality trend on four very different postsecondary institutions, plus a comprehensive look at how the K-12 sector is exhibiting the same behavior and what that means for higher education when those K12 students matriculate into our colleges and universities. -The University of Central Florida (UCF) is a large, public suburban

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research university dealing with extreme growth pressures. If there is a "ground zero" for postmodality student behavior, it may be UCF. -Embry-Riddle Aeronautical University (ERAU) is a private, non-profit university primarily serving the aviation, aerospace, and military sector. ERAU's Worldwide campus is designed to enable and support student mobility across regions and modalities. -University of Wisconsin-Milwaukee (UWM) is a large, urban university. Like UCF, UWM has an access mission. As an urban campus, physical growth is limited and postmodality flexibility is a strategy they are using to meet student needs. -Rio Salado College is a pioneering community college specifically designed to serve students in non-traditional ways. They have become known for their comprehensive and innovative online programs. Yet, they are finding their online students increasingly mixing face-to-face offerings into their studies. Postmodality course-taking behaviors are also growing rapidly in K-12 schools all across the country. As these students arrive on our postsecondary campuses, they will already be accustomed from their high school experiences to taking a concurrent mixture of face-to-face, online, and blended courses. They will expect (perhaps even demand) that same flexibility and choice from their colleges and universities. Faculty and administrators who have not already done so need to recognize postmodality student preferences and behaviors on their own campuses and respond accordingly with a supportive infrastructure. Institutions will need to expand campus information systems to make it easier for students to select and register for online and blended offerings. Academic support services, including advising and library assistance, will need to be reconfigured to address online, asynchronous learners. On-campus classrooms will potentially need more multimedia and network capability to help bridge the online and on-ground environments for students moving seamlessly between the two. Campus technology infrastructure may need to be expanded to accommodate greater numbers of students conducting online coursework from on-campus facilities and using on-campus bandwidth. Finally, faculty and course-development services will need to be expanded to prepare and support faculty who will also be moving back and forth between modalities just as their students do. It is not uncommon for a single faculty member to concurrently teach face-to-face, online, and blended courses, mirroring the course-taking behaviors of his or her students. Online learning is no longer a novelty. Students are unconcerned with the distinctions between face-to-face and online learning, instead choosing individual courses that meet their particular needs at any given time, regardless of modality. This postmodality behavior, enabled by instructional technology, has become their normal routine. Going forward, meeting the needs of these students with institutional ecosystems that support, encourage, and enable them to succeed will become key components of college and university strategic plans.

Meeting Employment Demands with Industry Competent Online Adult Degree Completion Programs in the 4-VA Consortium

Devrim Ozdemir (George Mason University, US)

This presentation focuses on the development process of the online bachelor of applied science degree program in technology and innovation at George Mason University.

Program Overview 4-VA is a consortium of four universities in the Commonwealth of Virginia that are working together to realize Virginia's goals for higher education. 4-VA's mission is to promote inter-university collaborations that leverage the strengths of each partner university in

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order to accomplish much more than any individual university could achieve alone. Important goals for the project include: (a) decreasing the cost of delivering instruction, and (b) significantly expanding access for all Virginians to programs preparing them for rewarding careers. Mason has responded to the goal by creating the Online Bachelor of Applied Sciences (BAS) program in Technology and Innovation. This four-year degree program has been designed to serve a growing population of students who work in technical careers, and, have associate of applied science, or associate of applied technology degrees. The degree is designed to grow professional management skills of the learner and to meet the demand for technical professionals working as leaders in Virginia businesses and industries. The BAS degree program recognizes the education associated with a variety of technical career paths and provides upper-level electives that can be career specific. The program articulates well with the associate of applied sciences degree programs in the Virginia Community College System. The BAS in Technology and Innovation provides a pathway for professional growth in the workplace while completing a traditional four-year degree.

Curriculum Development Process This presentation demonstrates the process of creating the curriculum of the online BAS program in 4VA consortium. The key factors are (a) program demand, (b) current supply, (c) potential market, (d) current providers, and (e) industry-specific and nationally recognized competencies needed for graduates. The demand is identified by evaluating the employment trend data of the Commonwealth of Virginia. The Virginia Workforce Connection website (<https://www.vawc.virginia.gov/>) supports the need for this type of program. The supply is determined by focusing on the number of degrees awarded in targeted fields from as reported by the State Council of Higher Education for Virginia (<http://www.schev.edu/>). The market analysis was determined from 2010 - 2011 data for associate degree graduates from a sample of Virginia community colleges. National graduate data was obtained from the National Center for Education Statistics website (<http://nces.ed.gov/>). Current providers were identified by surveying existing degree programs in Virginia which are similar to the proposed BAS program. Fully online programs are rare however in the identified programs. Additional data from the National Center for Education Statistics was considered as well. The proposed outline for the program was determined by examining existing industry competencies as well as other competencies such as those outlined in the Degree Qualification Profile supported by the Lumina Foundation (<http://www.luminafoundation.org/>) and the Essential Learning Outcomes from the National Leadership Council for Liberal Education and America's Promise (LEAP) (<http://www.aacu.org/leap/vision.cfm>). An industry competency model is adapted from the Competency Model Clearinghouse (<http://www.careeronestop.org/competencymodel/default.aspx>), developed as a result of the industry competency initiative of the Employment and Training Administration (ETA) of US Department of Labor and Industry. The proposed curriculum supports the projected labor demands of the Commonwealth of Virginia by aligning with: (a) industry-specific competencies, (b) competencies in the Degree Qualification Profile, and (c) the Essential Learning Outcomes.

Rationale for the Online Bachelor of Applied Sciences Program in Technology and Innovation Below are the findings which create the rationale for the BAS in Technology and Innovation program: 1. Between 2008 and 2018, the Commonwealth of Virginia will demand 64645 new employments in Computer Specialist field according to the Virginia Workforce Connection Statistics. In order to meet this demand, around 6500 new employees must join into the

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workforce beginning with 2008. 2. According to O*Net Online, most of these computer occupations will require at least a bachelor degree. 3. According to SCHEV statistics, in the last three years, only around 5000 people in Computer and Information Technology graduated from Virginia two and four year higher education institutes. 4. In rural areas of Virginia in 2010-2011 academic year, there are around 6800 Virginia residents who earned associate degrees in different fields and could benefit from a fully online Bachelor of Applied Sciences in Technology and Innovation degree and could join into the Virginia workforce in a short period of time to meet the demand in computer occupations. 5. Only two universities in Virginia provide a BAS program focusing on Computer and Information Technology to the Virginia residents. 6. Based on the statistical data, it is clear that Virginia institutes and universities must increase the number and capacity of the programs focusing on computer occupations. These programs must be more flexible in terms of their focus due to the number and nature of the changing specializations in the computer occupations. 7. The programs must be fast-track to meet the significantly increasing demand in the growing fields yet the graduates of the program must be equipped with quality knowledge and skills. Therefore, the program goals and learning objectives at the course levels must meet the competencies mandated by the industry and by the national standards.

The State Authorization Process of Distance Education At George Mason University

Devrim Ozdemir (George Mason University, US)

The purpose of this presentation is to describe the processes and potential related costs of obtaining state authorizations for distance education at George Mason University. Program Overview 4-VA is a consortium of four universities in the Commonwealth of Virginia that are working together to realize Virginia's goals for higher education. 4-VA's mission is to promote inter-university collaborations that leverage the strengths of each partner university in order to accomplish much more than any individual university could achieve alone. Important goals for the project include: (a) decreasing the cost of delivering instruction, and (b) significantly expanding access for all Virginians to programs preparing them for rewarding careers. Mason has responded to the goal by creating the Online Bachelor of Applied Sciences (BAS) program in Technology and Innovation. This four-year degree program has been designed to serve a growing population of students who work in technical careers, and, have associate of applied science, or associate of applied technology degrees. The degree is designed to grow professional management skills of the learner and to meet the demand for technical professionals working as leaders in Virginia businesses and industries. The BAS degree program recognizes the education associated with a variety of technical career paths and provides upper-level electives that can be career specific. The program articulates well with the associate of applied sciences degree programs in the Virginia Community College System. The BAS in Technology and Innovation provides a pathway for professional growth in the workplace while completing a traditional four-year degree. Curriculum Development Process This presentation demonstrates the process of creating the curriculum of the online BAS program in 4VA consortium. The key factors are (a) program demand, (b) current supply, (c) potential market, (d) current providers, and (e) industry-specific and nationally recognized competencies needed

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Bridging the Generations: Civility in Online Education

Debbie Nogueras (Northern Arizona University, US)

Bridging the generation gap through the reduction of real or perceived inadequacy and incivility among learners and faculty requires knowledge and skills in teaching/learning strategies.

"Bridging the Generations: Civility in Education" workshop seeks to introduce early interventions of positive psychology and social cognitive theory to educational programs and organizational strategies to reduce real or perceived incivility in online classes (Altman, 2010; Bond, Tucky, & Dollard, 2010; Brown, 2006). Incivility (i.e., horizontal violence, bullying, lateral violence) is acts of subtle or overt aggression perpetrated by one person towards another. Each generation brings their own "values, ambitions, views, mind-sets, demographics, and conflicts" (Zemke et al., 2000, p. 9). "Social learning theory asserts that learning requires active participation and the exchange of information with others" (Drouin, 2008, p. 279). Is the issue in multigenerational online classes that we are dealing with a difference in communication styles between generations or actual incivility? "Comfort-Ability" refers to bridging the gap through the reduction of real or perceived inadequacy and incivility among learners. Comfort has a 2-pronged approach: discouraging incivility (e.g., belittling words/gestures, sarcastic comments, faultfinding, ignoring, minimizing another's concerns, and harassing comments) and providing resources, both internal and external, to the classroom to improve communication and civility between the generations. Participants will explore ways of employing multiple strategies in the classroom based on the coaching model and positive psychology to bridge generation gaps and improve class civility. Using scenarios and case studies, workshop participants will identify and discuss multi-generational challenges, strategies, and techniques used to facilitate increased group cohesiveness and civility, and strategies from the coaching profession and positive psychology to create "Comfort-Ability" in learners and educators who span at least three generations. Goals Upon completion of the presentation learners will be able to: 1. Explain potential learner needs based on generational characteristics. 2. Develop strategies for management of course "civility" challenges. 3. Role-play scenarios utilizing coaching strategies to increase learner persistence in the course room.

Finally! Judge Issues Ruling in Publishers' Copyright and Fair Use Case Against Georgia State University

Linda Enghagen (University of Massachusetts, US)

The long awaited copyright and fair use ruling and its implications will be examined. The primary goal of this presentation is to provide participants with the most up-to-date information available concerning the ground breaking copyright and fair use case ruling issued May 11, 2012 in Cambridge University Press et al v. Georgia State University. For the first time, a court decision painstakingly evaluates seventy-five instances of alleged infringements by analyzing and explaining the four fair use factors in relation to each alleged infringement. In addition, the court lays out the most specific guidance provided by a court to date to assist

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faculty members, librarians, instructional designers and others in applying fair use when using chapters or sections of books in learning management systems and e-reserves. This presentation will summarize the guidance the court provides by spelling out what it does and does not say as well as discussing its implications.

U.S. Education Reform Through Innovations in Communication

James Bennett (International Academy of Design and Technology, US)

Innovations in communication are challenging our systems of knowledge in ways that threaten to render our traditional educational institutions irrelevant.

In academic circles, much has been said about the impact new technology is having on education. Research is studied, papers are written, and conferences attended, yet most of these only seem to focus on the smaller, immediate changes in communication without looking to the complete structural upheaval that is occurring. While there are plenty of early adopters of new technology among educators, the general approach of educational institutions has been to force new technology to fit the traditional methods of the institutions. This is because the attention is on new devices and software that are seen as "features added" to the classroom, while the larger restructuring of communication has gone, unnoticed. The one major exception to this has been a recent distance education trend that allows for some flexibility in where and when learning takes place. For an educational system that has remained little changed for quite some time, this small variable in the learning condition has been heralded as a major advancement. While that may be relatively true, it is only the first stone in an avalanche of change that has already begun outside of Academia. In a very short time, the traditional educational institutions will be faced with the choice of adapting or becoming irrelevant in our society. This presentation applies recognized communication models to define the nature of educational institutions from the past, as well as to outline and envision how innovations in communication and the accumulation of knowledge will become part of future learning systems. Areas covered include: Content choices Channel choices Collaborative content Communication portability Death of the fixed classroom Shift to student-centered learning Changing value of the conferred degree New forms of learning delivery This presentation also makes recommendations for adaptations on the part of educational institutions and for areas of future research. It is hoped that these recommendations will serve as a points of consideration for forward thinking educators as they develop plans to adapt their institutions to these innovations. The target audience of this presentation will be leaders that recognize some of the challenges facing our traditional educational institutions. Audience engagement will occur through interactive questions and answers, as well as thought contributions and additional recommendations for the concepts presented.

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LAS Online @ Illinois: Reinventing the Academic Enterprise

Jim Witte (University of Illinois Urbana-Champaign, US)

Online course initiative leads to change in course proposal process for *all* courses in college. The pursuit of our college online course initiative, "LAS Online", has led to alternate models for course development, course quality control, and has led to improvements of the course proposal process for *all* courses in the college of Liberal Arts & Sciences at the University of Illinois Urbana-Champaign.

Context

"LAS Online" is the online course initiative of the College of Liberal Arts & Sciences, University of Illinois Urbana-Champaign. The initiative, now in its 3rd year, is organized from the college's in-house technology group, in partnership with the campus Office of Online and Continuing Education. The initiative seeks to improve access to courses, improve the learning environment, and address challenges in transfer articulation. Most enrollments are undergraduate general education courses for residential students, with fewer but growing enrollments in graduate programs aimed at non-residential students. How is the initiative "reinventing the academic enterprise"?

Addressing academic challenges in areas like access, transfer articulation, quality of the learning environment, the academic work is increasingly intertwined with, and sometimes hard to distinguish from technology management. The role of the college technology group has evolved as the initiative has grown, from the role of "technology provider" increasingly to an academic management role. Along the way we've instituted a faculty governance group for our initiative, we've established team-based models for online course development where instructors work with instructional designers, instituted course evaluations and quality control checklists for online courses, deployed a college-level LMS (moodle) for both online and f2f courses in the college, and are in the process of developing instructor performance evaluations and learning outcomes assessment projects. As a result of the LAS Online initiative, the approval process for all courses (f2f or online) in the college is being revised/improved and new policies and resources being developed. Presentation format and audience engagement

Format: oral presentation from notes, with slide support. The presenter will introduce the topic and the context, then do a quick "think-pair-share" activity to get the audience thinking about the opportunities and challenges of doing a college-level online course initiative. Then the presenter will conclude with the "impact/results" that the initiative has had on rethinking basic academic processes and procedures for the college.

Back to the Future: Effective Leadership Strategies During Difficult Financial and Bureaucratic Times

Sandra Selick (FDU, US)

Manish Wadhwa (FDU, US)

Whether strategic planning or working through a new project, CTLT developed five principles that will guarantee the roadmap for a solid, creative, long-term, scalable solution.

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The Center for Teaching and Learning with Technology's management team has been together since 2001 and has developed a unique synergy between cross-functional offices within the university that can be adapted to other institutions that produces high quality work and provides effective communication and collaboration in the following areas: teambuilding, strategic planning, mission and vision, services and support, and project launching and management. Objectives: At the end of the session, the attendee will be able to

- Understand five key principles for engaging in transformational projects with partners in the campus business units
- Articulate a simple model for identifying and solving inefficiencies in operations
- Explain how these five key principles produces high quality work, and provides effective communication and collaboration in the institution

Description: During our presentation, we are going to present the details on how we built a framework for the managing and planning of the Center for Teaching and Learning with Technology (CTLT). Whether you are doing strategic planning or working through a new project, these five principles will guarantee the roadmap for a solid, creative, long-term, scalable solution. We believe there are many approaches to tapping into the potential of individuals, teams, and entire departments and organizations to generate high performance. Our unique solution for inspiring our team and the people around us involves seeing into the future, inventing the future, building the relationships and alignments to do it, and coordinating the planning and designing to carry it through. No matter how high the barriers were set (whether financial or bureaucratic), we never gave up! The management team helped each other stay positive (pessimism is contagious well so is optimism). It was critical for the management staff to stay confident and positive for the other staff members. Through our creative approach, the office as a whole generated high performance. It was not about working hard (we worked hard in the past), it was about how we worked. Therefore, we changed the way we do business. The secret was in the details (we always did our homework). Through this synergy, the Center for Teaching and Learning with Technology successfully designed a clear mission statement, set of values and office theme that was established by the entire office team. This process allowed us to develop many strong partnerships that extend across many administrative and academic boundaries. We completed a comprehensive emergency teaching plan, opened an Instructional Design Studio, installed speakers and projectors in all public classrooms, created a Teaching with New Technologies Institute, and established many faculty educational technology training events as well as a Teaching and Learning Center and Office of Academic Technologies. Our synergy is about building a future, creating a scalable and effective long-term solution or outcome that through our experience many times does not require any additional resources. Our solution is about looking at the challenge or project creatively.

Application of an Organizational Performance and Change Model to Online Learning in a University System

David Stone (Southern Polytechnic State University, US)

Application of an organizational change and development model within to an entire Southeastern State University System to support online learning growth. University systems that are in the process of building capacity for offering online courses contain a mix of change enabling and change resisting factors within their institutions. Many individuals within institutions have made great strides in developing quality online courses or academic programs. While these activities are of tremendous value, the overall readiness to change of institutions may not be known or measured. By reviewing the entire organization as a whole, complex system the dynamics of the organization can be observed. While there have been other recent studies that have dealt with institutional (O'Mera in 2008) and university system leadership (Sloan in 2009) challenges associated with increasing online learning, the area of large scale organizational change has not been explored. This presentation will provide an overview of how an instrument used for organizational change and development was selected and applied within a Southeastern State University System. The organizational change and development model was based on the Burke-Litwin model of Organizational Performance and Change (Burke 1994). This model is divided into two primary categories: transformational and transactional. Each of the categories are further divided into dimensions that describe major components within an organization that a change agent should consider. Universities as open systems are subject to forces that may include consumer demands, market conditions, competition, political forces, as well as the overall financial conditions (Burke 2008). Using an organizational performance model provides a way for a research to review the change enabling and change resisting factors within an organization. The application of this methodology, as well as the use of an instrument developed to match the Burke-Litwin model of Organizational Performance and Change allows for a structured review of the current state of a higher education system. In this study, an instrument that had been used previously to investigate the change readiness of large organizations in South Africa was applied to a University System in the Southeastern United States. Institutional representatives with direct knowledge of online learning initiatives within the university system. As a system there is also a strategic goal for increasing capacity, with further emphasis on using online learning to meet the goal.

The Use of Learning Analytics to Increase Student Success: A Panel with JALN Special Issue Authors

Karen Swan (University of Illinois Springfield, US)

Laurie Dringus (Nova Southeastern University, US)

Chuck Dziuban (University of Central Florida, US)

Daniel Huston (Rio Salado Community College, US)

Phil Ice (American Public University System, US)

Patsy Moskal (University of Central Florida, US)

Anthony Picciano (Graduate Center- CUNY, US)

Janet C. Moore (Sloan Consortium, US)

Leadership, Values and Society

This panel on learning analytics will focus on utility and feature the authors and papers from the July 2012 special issue of JALN.

The calls for more accountability in higher education, the shrinking budgets that often force larger class sizes, and the pressures to increase degree-completion rates are all raising the stakes for colleges and universities today, especially with respect to the instructional enterprise. As resources shrink, teaching and learning is becoming the key point of accountability.

-- Malcolm Brown & Veronica Diaz (2011, p. 41)

We have passed from an industrial to an information age. One consequence of this move is the information overload envisioned by Vannevar Bush (1945) over a half century ago. The growth of data often seems to threaten the ability of organizations to make sense of it. However, the gargantuan amount of available data also has enabled the development of new techniques that have changed the very ways businesses are managed (Brynjolfsson, Hitt, & Kim, 2011; Davenport, & Harris, 2007), doctors make diagnoses (London School of Hygiene and Tropical Medicine, 1999), and baseball managers recruit and coach players (Kehri, 2011). Advances in knowledge modeling and representation, data mining, and analytics are creating a foundation for new models of knowledge development and analysis (Markoff, 2011). Perhaps nowhere are these new models more needed than in education, as may be evidenced by the seemingly overnight explosion of projects, research, grants and commercial products in this area.

This panel will focus on the use of analytics and big data in higher education and will feature the authors of articles in the Journal of Asynchronous Learning Networks' special issue on learning analytics (JALN, July 2012). The panelists have all been exploring the use of analytics in higher education for quite some time from both practical and theoretical perspectives. For the purposes of the panel, their focus will be on utility - how learning analytics can be used to improve student success and presentations will include tips and techniques for making sense of big data as well as informative examples from the presenters' experiences. Care will be taken, however, to develop a conceptual frame and to place these discussions within that context. Session attendees should gain:

1. a general understanding of learning analytics and big data;
2. a sense of how analytics can be used to improve student success;
3. some strategies for employing and making sense of particular analytics techniques; and
4. a better sense of what learning analytics can and can't do.

Attendees will also receive links to the articles and presenter powerpoints.

Session presentations will proceed as follows:

- Karen Swan, special issue editor, will introduce the topic and moderate the panel.
- [THE EVOLUTION OF BIG DATA AND LEARNING ANALYTICS](#) Tony Picciano will discuss the history and evolution of data analytics in American education.

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- [ANALYTICS THAT WILL INFORM YOUR UNIVERSITY USING DATA YOU ALREADY HAVE](#) Chuck Dzuiban and Patsy Moskal will discuss ways in which educators can use existing data and both top-down and bottom-up approaches to maximize student success, providing both useful examples and careful cautions about the use of big data.
- [A CASE STUDY OF THE PROCESS OF DESIGN OF VISUALISATIONS](#) Linda Corrin will explore the issue of data representation and what representations are most useful through a discussion of the evolution of useful representations of student engagement in medical internships.
- [PREDICTIVE MODELING TO FORECAST STUDENT OUTCOMES AND DRIVE EFFECTIVE INTERVENTIONS](#) Daniel Huston will explain how Rio Salado college is using predictive modeling to improve student success at the community college level where student attrition is a critical problem.
- [THE PAR FRAMEWORK PROOF OF CONCEPT](#) Phil Ice will present initial findings from a multi-institutional analytics project he is leading that is using data federated across six very different colleges and universities to look for factors affecting student retention and progression.
- [LEARNING ANALYTICS CONSIDERED HARMFUL](#) Finally, Laurie Dringus will provide a final caution about when the use of analytics is useful and when it might be "considered harmful."

Commission on Regulation of Postsecondary Distance Education

Frank Mayadas (Sloan Foundation, US)

Meg Benke (Empire State College, US)

Bobby Moser (The Ohio State University, US)

Janet Poley (University of Nebraska, US)

Bruce Chaloux (Sloan Consortium, US)

The Commission on Regulation of Postsecondary Distance Education was established with support from Sloan C to develop and provide recommendations to address the costs and inefficiencies created by multiple (often inconsistent) laws and regulations.

The Commission on Regulation of Postsecondary Distance Education was established with support from Sloan C to develop and provide recommendations to address the costs and inefficiencies created by multiple (often inconsistent) laws and regulations. Institutions are faced with providing educational opportunities to students in multiple state jurisdictions. In that context, the Commission, chaired by former Secretary of Education, Richard Riley, is working to address key issues associated with appropriate government oversight, consumer protection and educational quality related to distance education. The Association of Public and Land-Grant Universities (APLU) and the State Higher Education Executive Officers (SHEEO) are providing research and policy support. Commissioner Moser is chairing an advisory committee to APLU charged with working with the 50 states, territories and D.C. government to examine

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potential strategies to address the importance of continued growth of the sector without overly burdensome regulatory requirements. This session will provide a briefing on progress to date, seek input and respond to questions from the audience. The release of the final report with recommendations to the President/Administration; governors; federal and state legislators/legislative bodies; etc. is expected in February.

Scale and Online Learning: A New National Priority

Janet Poley (University of Nebraska, US)

Frank Mayadas (Sloan Foundation, US)

This session is a report and synthesis from the September 6, Sloan C Research Symposium focused on Scaling Online Learning. Past research, emerging models and research priorities will be discussed.

There is growing agreement that more needs to be understood about "Scaling Online Learning" and that only through greater implement at Scale will educational needs of the U.S. and many other countries be met. Sloan C sponsored a research symposium on September 6 designed to examine past research and lessons learned from practice with respect to "scaling online learning" so as to address the learning needs of a much larger number of individuals in the U.S. and internationally. Mayadas will set the context for the session, including providing an operational definition. The session will include a review of the past literature - models and practices emerging from course re-design efforts; faculty driven initiatives; undergraduate curriculum redesign based on research; and models for institutional scaling. Scaling to create greater efficiencies, reduced costs, greater scope, higher quality and increased access will be discussed. Future directions for research and development will be addressed. The presenters will include segments from the September research symposium and the Sloan C Commons in addressing the topic.

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STEM Online Education: Strategies for Success

Betty Hurley-Dasgupta (SUNY Empire State College, US)

Margaret Czart (University of Illinois at Chicago, US)

Sharon Brewer (Thompson Rivers University, CA)

Bruno Cinel (Thompson Rivers University, CA)

Erin Macri (Western Washington University, US)

Shekar Viswanathan (National University, US)

Sajid Hussain (Fisk University, US)

Devon Cancilla (American Sentinel University, US)

Abstract:

Presenters are experienced STEM educators and HP grant recipients representing a diversity of STEM areas and strategies.

Extended Abstract

Presenters are experienced STEM educators and HP grant recipients representing a diversity of STEM areas and strategies.

Workshop description: The presenters of this workshop include members of the HP Catalyst Initiative, sponsored by Hewlett Packard and ISTE, with John Bourne and Frank Mayadas of Sloan-C serving as the facilitators. Experts not in the Catalyst community will be invited to attend, and may serve as facilitators as well, if appropriate. This network of educators will share innovative approaches to teaching science, technology, engineering, and math (STEM) courses online, plus other information resources which promote student success.

Our goal is to uplift online STEM learning and success towards credentialing, worldwide. Toward that end-point, our theme is to understand and disseminate effective practices that will enable STEM online education to grow and prosper. At the outset of the consortium formation, several specific areas of inquiry were focused upon: Serious Games online, Laboratory Learning online, Faculty Development, Cloud Computing for online STEM learning and Student Interaction for online learning. These target areas were chosen specifically because of the great need to make progress in these areas. For this workshop, we plan to add perspectives from at least two non-MultiVersity members.

In this workshop, we will explore current innovative approaches to teaching STEM courses online. Participants will leave the workshop with concrete strategies for engaging STEM learners.

Workshop Agenda:

The workshop will begin with a brief explanation of the topic by each workshop presenter. Then, participants will move to roundtable discussions, in which they will engage in at least one focused activity, working with the presenter for that area. The large group will re-gather at the end to share insights.

The following topics will be covered, with more added from other STEM educators identified through a call for proposals: successful strategies for STEM online labs; use of serious games; STEM learning in virtual worlds; critical thinking and STEM learning; and use of ePortfolios for faculty development and student engagement.

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The following activities will be included: experiencing a remote science lab; writing learning objectives for online lab activities; using an ePortfolio for learner-centered environments; experience the use of serious games for STEM learning; virtual worlds for STEM learning; use of cloud computing to increase resources for STEM learners; developing activities to encourage critical thinking and inquiry in STEM.

Learning Objectives:

1. Increase one's awareness of strategies to engage STEM learners
2. Increase awareness of the value of learning objectives for STEM learning
3. Prepare to implement at least one new strategy into one's own work with STEM learners
4. Develop strategies for collaborative learning in STEM
5. Develop strategies for assessing STEM learning beyond the responding to textbook problems
6. Experience inquiry-based learning for STEM

Teaching learning strategies will include: experiential learning with remote labs and ePortfolios; collaborative learning in developing learning objectives; use of journaling about one's experiences; use of inquiry-based learning; and self-assessment of one's participating and learning through the workshop.

Three of the presenters (Sharon Brewer, Bruno Cinel, Betty Hurley-Dasgupta) are already offering Sloan-C workshops. Others may soon be offering workshops as part of the new Sloan-C certificate in STEM education.

[Online and on the Move: Mobile Online Learning](#)

October 10, 2012 - 9:00am

Ray Schroeder (University of Illinois - Springfield, US)

Michele Gribbins (University of Illinois - Springfield, US)

Abstract:

Examining current and emerging technologies and trends in cloud and mobile learning

Extended Abstract

Even before the iPhone and iPad, the move to mobile learning was on the fast track. Now, there are a flood of applications that can enrich and enable our online learning efforts. Coupled with cloud distribution and enhanced 4G bandwidth, these applications promise an exciting expansion of networks and tools. Mobile 3-D apps will enable exciting new approaches to teaching in engineering and the sciences. FaceTime and other live streaming applications enable students to carry a mentor in their pocket or purse. The learning management systems - monoliths of the past - are soon to be replaced by custom choices of relevant apps that provide just the right tools for each class. Adding an app in the middle of the course can be a breeze. And cloud support provides economical, robust options to support learners. We will examine the current and emerging technologies and trends.

Mobile Digital Textbooks: How Do They Influence National and International University Students' Achievement & Motivation?

Amanda Rockinson-Szapkiw (Liberty University, US)

Abstract:

University students are choosing to purchase e-textbooks for their mobile devices. This study compares the use of digital and traditional texts on motivation and learning.

Extended Abstract

In the higher education classroom, the textbook is one of the many tools used for learning. In some courses, the textbook is central to class discourse. In other classrooms, the text is supplementary and acts as a guide for segueing among the topics covered. Whatever role the faculty chooses for the textbook to play in the class, it is deemed as an essential learning tool. In this digital age, the nature of the textbook is changing. Eighty percent of college and university students own laptops, and an increasing number are purchasing tablets and smart phones (Smith & Curuso, 2010). Recognizing the increased adoption of mobile devices, publishers are offering an increased number of textbooks in digital format. These digital texts, also called e-textbooks, can be downloaded on tablets, e-readers, smart phones, and laptops. Offerings and the adoption of e-textbooks is projected to exponentially grow within the next two to three years (Becker, 2010). Unfortunately, as is true with many technological advances, the educational research to support the use of e-textbooks lags behind development and adoption. Past research has shown that the cognitive and motivational aspects can be influenced by the format of the text (Mayer et al, 2001; Nelson & O'Neil, 2001; Nicholas, Rowlands, & Jamali, 2010); thus, suggesting that the influence of the e-textbook format read on learning needs to be studied. To date, researchers have focused primarily upon faculty and student preferences of textbook formats (Kang, Want, & Lin, 2009; Jamali, Nicholas, & Rowlands, 2010; Clark, Goodwin, Samuelson, & Coker, 2008). Only a few case studies have begun to examine the influence of e-textbooks on university students' learning (Rockinson-Szapkiw, Holder, & Dunn, 2011; Woody, Daniel, & Baker, 2010). Prior to widespread adoption of the digital textbook format, an improved understanding of how a text format influences the learning and other factors that influence academic success is needed. Grades are the most commonly used measure of learning throughout research, and the use of heuristic assessments, specifically self-reports to measure perceived learning, are also considered a valid measure of learning, particularly for adult learners (Rovai, 2002; Rovai et al., 2009). Motivated Strategies for Learning Questionnaire (MSLQ) is often used to measure motivation. Defining learning as grades and perceptions about learning, this study investigated the following questions: (a) Is there a difference between learners' perceived learning based on the format of textbook they choose for a course? (b) Is there a difference between learners' learning (e.g. final grade) based on the format of textbook they choose for a course? (c) Is there a difference between learners' motivation based on the format of textbook they choose for a course? (d) How do students' perceive that their e-textbooks influenced their achievement? Over 500 education students were examined. Students participated in the undergraduate and graduate online and residential education courses Spring 2012. Students were national and international. The courses that were sampled used textbooks that were offered in both traditional print format and electronic format. Students participating in the courses selected their textbooks prior to the beginning of the course. During the last three weeks of the course, students completed a web-based assessment. Grades of participants who signed the informed consents to participate in the study were obtained from the instructor's online grade book once final grades were assigned. Results of a MANOVA and post hoc tests yielded that students who used ebooks for their education courses had significantly higher perceived affective learning and psychomotor learning than student who choose to use traditional print textbooks. Grades and cognitive learning did not reach statistical significance. Results of an additional MANOVA

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demonstrated that there was a significant difference in university students' Motivated Strategies for Learning Questionnaire (MSLQ) scores based on their choice of textbook format. These results of this study will be discussed in light of qualitative findings from an additional survey employed in this study as well as previous research on mental workload (Mayer et al; 2001). Highlights on the international students as well as students who are living overseas and the rationale for their adopt e-textbooks. The qualitative findings on how e-textbooks have improved accessibility of learning materials for this population will be highlighted also.

[Crossing the Border to Latin America: A Case Study of One International Partnership](#)

October 10, 2012 - 12:45pm

Patrice Prusko Torcivia (SUNY Empire State College, US)

Abstract:

A case study of a blended learning program in Latin America highlighting overcoming resistance to online learning, quality, and integrity in a high context culture

Extended Abstract

Context In a virtual learning environment (VLE) there is no classroom in which to meet at a designated time. There is no live body allowing you to read the facial expressions, gauge how well a student is taking it all in, or even that the student you are interacting with is in fact the one enrolled in the course. You can't call on a student who appears to be falling asleep or try to make eye contact. So, how do you engage students, keep them interested, get them to want to interact with their peers and ensure the integrity of your course? Many may have experienced these issues within our own culture. How are these problems similar and different when you move beyond our border? What types of resistance and obstacles are unique to high context cultures such as Latin America? State University of New York (SUNY)/ Empire State College (ESC) works with university partners in multiple countries across the globe. The program in Latin America includes students representing nine nationalities, thirteen languages, five religions, ages ranging from 20 to 50, and little to no experience with online or blended learning. While the Latin American program is anchored in Panama, it works with partners and draws students from a number of countries in the region. President of Quality Leadership University in Panama, Oscar Leon, will join us to share his personal insights related to implementing a blending learning program. He will discuss his initial hesitance about online learning and how his opinion has changed after three years of observing the results of students working in this environment. Problem Students and parents in high context cultures such as Latin America are reluctant to accept online learning as a valid form of education. We will discuss how we overcame concerns of parents, students and our Panamanian partner institution. We had to find ways to meet our students' needs for communication beyond e-mail, to see and speak with their instructors in real time, and have a sense of community as well as meet our goal to create a community of inquiry. Approach Recent studies (Shea, Hayes, Smith, Vickers, Bidjerano, Gozza-Cohen, Wilde and Jian 2012; Shea, Hayes, & Vickers, 2010) found critical factors for successful interaction between student and teacher beyond the Community of Inquiry (COI) model (Garrison, Anderson, Archer, 2000) include interactions that take place outside of the discussion thread. The COI focuses on social presence (SP), teaching presence (TP), and cognitive presence (CP). Prior research has primarily focused on the structure of the course and the interactions that take place within the course discussions. Shea et al found that a large part of TP took place in asynchronous places such as e-mail, private folders, etc. We explored Cloud Computing tools as ways to develop an effective online learning program and increase engagement during discussions and team projects. We will discuss our students experiences applying concepts they learned about in their courses related to how to interact and be

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open to differences such as high and low context cultures, non-verbal communication, problem solving, and language differences. We will explain how we used cloud computing to build upon the COI model and increase TP synchronous interaction between students, faculty and the content in a culture that believes a face to face classroom, where students are situated in the same place, will result in a more natural and easy flow of communication, sharing of ideas, and creation of a community of learners. We will share student feedback that supports our use of cloud computing tools to achieve these goals. Critical to the success of our program was maintaining consistent social interaction and not letting students become isolated or invisible. Studies show a direct relationship between interaction amongst peers and learning in a VLE. Picciano (2002 cited in Swan 2003) "found that students classified as highly interactive scored significantly better...than students classified as either moderately or less interactive in the course. Picciano attributes (this)... to their greater ability to integrate multiple perspectives...developed through their extensive interactions with other students' points of view in the course discussions (p. 9)."

Results We will share our easily scalable model teaching advanced level courses in marketing and international business. The goal of this presentation is to share our first hand experiences and the viewpoint of a Latin American partner, and reflect with participants on some of the obstacles to implementing online learning programs in Latin America. We share some innovative methods used to bridge barriers due to perceptions of online learning and cultural differences and student reaction. We will discuss how we use Web 2.0 tools to create a community of inquiry and will brainstorm with session participants on how to expand upon our use of these tools when introducing online learning to high context cultures.

Participants will leave with an understanding of how we addressed:

- Successfully introducing an online program in a high context culture
- Parent, student and partner concerns
- Cultural difficulties in gaining acceptance
- Crossed borders and connected students across Latin America
- Plagiarism and ethics: whose rules do you follow?
- Social presence and a sense of community

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[The Institute for Open Education At SUNY Empire State College](#)

Robert Clougherty (SUNY--Empire State College, US)

Abstract:

Empire State College launched the Institute for Open Education to support the college's mission. This session will share the development lessons and explore collaborative opportunities.

Extended Abstract

In May 2012, SUNY--Empire State College launched the Institute for Open Education (IOE) in support of the college's mission as the open university of New York. At its outset, the mission and purpose of the IOE were stated as "to be homologous in that its focus on open education would both support and strengthen the work of SUNY—Empire State College as a nationally recognized open university and to establish the initial framework upon which to build OPENSUNY and/or other larger collaborative ventures." This motivation emerged from needs at three levels: first, President Emeritus Alan Davis has proposed that ESC be the center point for the Chancellor's Open SUNY project--this Institute was placed to lead that project if the proposal were approved. On a secondary level, it was designed to support the college's mission and making it more visible and better coordinated within the college itself. The college's Vision 2025 had established Open Education as a major plank of the college's future direction. The President had appointed a task force specifically to address Open Education, to develop the college's proposal to host Open SUNY, and to generate a monograph on Open Education to benefit the college and its stakeholders. Third, the Institute was designed to support initiatives in Open Education and to launch new college wide projects. The initial proposal focused on responsibilities in five areas: academic, administrative and managerial, OpenSUNY and system relations, external relationships, and modeling open practices. SUNY ESC views the IOE as primarily an academic function, core to the college's mission; however, the IOE was designed so that it did not compete with other academic entities in the college, but rather existed to support them. The Institute is responsible for development and dissemination of Open Educational Resources and Open Educational Projects; support, conduct, and assess college work in Open Education, work with the administration in developing appropriate policies relating to Open Education in ESC, and provide college wide learning opportunities for the college. It was also responsible for the oversight, initiation and management of specific projects related to open education—this includes encouraging research and supporting scholarship. In its coordination role, the Institute's first action, on the day of its launch was to host an Open Education Congress where it brought together faculty and administrators from across the college to share projects and to engage in discussions aimed at collaboration . The proceedings of the congress were assembled and published in the IOE's electronic journal. The plan is that moving forward; the IOE will host two virtual conferences per academic year to share across the profession. The administrative role in the Institute's functioning within the college is one of coordination of activities. The IOE is responsible for making opportunities known across the college as well as a dissemination of information regarding ongoing projects, and providing service where possible in building off of existing college resources and expertise to support projects. The original proposal to SUNY for ESC to host Open SUNY was a macrocosm of the IOE. However, it also included functions, such as SUNY REAL (Recognition of Experiential and Adult Learning), which would work directly with other ESC offices, the Institute would serve to coordinate functions and implement the bridge between the college and the system. Additionally, major portions of SUNY REAL, such as the Lifelong ePortfolio would be a joint venture between IOE and appropriate ESC offices. Perhaps most unique to the Open SUNY proposal was the inclusion of SUNY TILT (Transformation and Innovation in Learning and Teaching) which performed not only professional development, but also included a "deep dive" into the student experience through the use of learning analytics. The External Relations function of the IOE was critical to its business model to be a self sustaining entity which generated revenue for the college as opposed to absorbing resources from other college functions. The

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business plan of the Institute unbundles education into five separate functions, each with its own income derivation. These are placed on a matrix with the intersecting access being the categories of income—specifically internal fees and charges, external partners, and potential granting entities. Also included in this area is relationships with partner institutions based on ESC's belief that Open Education is served best by the collaboration of institutions as opposed to competition. Finally, the IOE is responsible for modeling and sharing the best practices of openness. This includes openness in all its form from Open Innovation and Open Leadership to Open Governance and Open Learning. This also involves support and workshops within the college. This proposed session involves three individuals: Meg Benke—Acting President who oversaw the implementation of the IOE, Tina Wagle—faculty who served on the task force which focused on the open university component of the strategic plan, and Robert Clougherty—the dean who authored the initial IOE proposal. The aim of the session is two-fold. The first is to share best practices to assist other institutions wishing to undertake a similar activity, and second, to explore opportunities with other institutions interested in forming collaborative projects.

[Case Teaching Methodology in the Digital Age: Authoring e-Cases for a New Delivery](#)

October 11, 2012 - 10:40am

Jodi Sandfort (University of Minnesota, US)

Kate Conners (University of Minnesota, US)

Abstract:

The session explores the international development process for authoring eCases, an electronic case study. Case teaching methodology is given an update for the digital age.

Extended Abstract

Presentation Description and Goals Project Overview The Humphrey School has focused its efforts on supporting public and nonprofit capacity building with an array of trainings and tools. In our Hubert Project, the Public and Nonprofit Leadership Center is creating new multi-media learning materials that capitalize on the strength of the Internet as it collaborates with its international partners. Developed in open-source technology, our videos and cases increase accessibility of learning materials because they are available for widespread usage. Intended audiences include public affairs faculty and instructors, nonprofit, government, and philanthropic consultants, as well as trainers in leadership development programs. Academic and practitioner participants alike will have access to high quality and easily utilized packaged materials. All multimedia Hubert videos and cases include supplementary materials (articles), and usage notes for instructors and trainers. Formats are user-friendly and learner centered. In addition to multiple types of users, we anticipate an assortment of contributors/authors. Hubert learning materials are accessible to the entire public affairs field. Hubert users include public affairs faculty and instructors, consultants, and trainers. Hubert materials are intended to be utilized in a variety of academic courses and professional trainings, and adapted for specific course needs. Users will be able to rate materials, and share feedback and teaching suggestions. These components create an interactive learning community that supports field building in public affairs education. Longer-term build-out of this component will involve peer-review of e-Case publications to create more incentive for faculty contribution. All strategies focus on building community and highlighting effective practice in public affairs education. Hubert Project Components Covering a variety of substantive topics in public affairs, Hubert learning materials encompass a breadth and depth of public policy, management, and planning topics to engage educators across the spectrum of public affairs schools and training programs.

Presentation Overview After an overview of the entire project and the context of its inception, the presenters will speak in more detail about the e-Case, in both its pedagogical purpose and development.

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Pedagogically, management teaching cases are "signature" pedagogy in public affairs, used as a way to help students develop and understand contextual decision making and knowledge application. They are often created to tell the nuanced story of a place: a setting, an actor, presenting problem or issue to resolve. As such, they are created through field-based research involving interviews, review of relevant documents, and comprehension of the nuanced management or leadership issues involved. Traditionally, they are written in a narrative form, walking students through the main storyline of the issue, actors, and setting. The e-Case and its reliance on multiple forms of media tell this context-rich story, provide new research challenges. The session also explores the development process; the roles that are needed, the workflow that is most effective, and the prototyping and testing involved ensuring effectiveness. The E-Cases are designed to provide the learner an opportunity to "explore" the case. They are reusable learning objects and are created using a variety of assets ranging from video interviews to supporting graphic visualizations. While the content is presented in a linear fashion across multiple modules, the learner has the ability to access the information in different ways allowing for an individualized experience. Purposefully constructing the cases in a non-linear environment, where the learner has to pull the information "in" rather than a more traditional approach of pushing the information "out", is a primary goal of the E-Case development. In this learner-centric approach, knowledge is constructed through interaction with the material presented in the E-Case. Our development team consists of 2-3 people filling multiple roles throughout the workflow. The development of the E-Case blueprint allows for parallel development to occur simultaneously. Our authoring templates allow us to use different kinds of assets or media. Some of the templates are like menus that are and provide links to other screens or sources of information. Other templates hold content to be consumed one choice at a time allowing for the individualized experience spoken about before. In developing a distributed learning object repository it is important to allow flexibility for the instructor. In this regard, the completed learning objects are zipped and are freely available for download from our repository. These zipped folders contain the completed E-Case and can be used in any learning setting, imported into various learning management systems, or used as standalone educational experiences.

[MOOC as Connectivist Environment](#)

Betty Hurley-Dasgupta (SUNY Empire State College, US)

Carol Yeager (SUNY/Empire State College, US)

Abstract:

Experience with a MOOC on Creativity and Multicultural Communication will be shared, along with research on interactions within the MOOC.

Extended Abstract

In the fall of 2011, we offered a MOOC (Massive Open Online Course) on Creativity and Multicultural Communication. The MOOC was modeled after MOOCs offered by George Siemens, Stephen Downes and Dave Cormier, such as PLENK (Personal Learning Environments/ Networked Knowledge) in 2010 and CCK (Connectivism and Connected Knowledge) in 2009, 2010, and 2011. Our MOOC gained over 400 registrations, including 45 registered blogs. Over a thirteen week period, we provided a weekly synchronous session using a room provided by Blackboard/Collaborate. We began with sessions by George Siemens and Stephen Downes on connectivism and personal learning environments, to give participants a better sense of the MOOC as a learning environment. We then had Tom Mackey and Trudy Jacobson present on metaliteracy. Other sessions addressed different aspects of creativity and multicultural communication. gRSShopper, an aggregator developed by Stephen Downes, was used to

register the blogs and then aggregate data from blogs, discussions on the site, and twitter feeds. These posts were reported to all registrants in a daily "Newposts." A small number (13) of the participants enrolled for credit in a course titled, "Creativity and Multicultural Communication," in which the MOOC was the primary resource. For these students, a learning contract was developed to identify requirements for receiving college credit. These included documenting their journey through a blog and completing a final project. These projects were presented to their peers in the final two weeks of the term. Interactions within the MOOC were analyzed by examining the time-stamped messages posted through blogs, tweets, and discussions. These posts also included responses made by the MOOC facilitators and participants. Additionally, Facebook "wall" posts, manually retrieved, helped to characterize the interaction pattern in the MOOC. Email between course participants was not included in the dataset. A social network representing posting and lurking behavior was constructed in which nodes represented participants in the MOOC and links represented interactions (e.g., posts or replies). Lurkers were represented by nodes with no links. In addition to viewing the accumulation of interactions over the entire time period during which the MOOC was active, a dynamic view of interaction was also gained by analyzing interactions and lurking occurring over the time scale of individual weeks. This dynamic view of the network highlights period with high levels of interaction and provides a visualization for how the social network grew and evolved over time. Visualizations of these networks were rendered using the Gephi, an open source tool for network visualization. In our presentation, we will report changes in MOOC activity, such as the number of users (nodes), types and duration of interactions (edges), measures of centrality, number of connected components and the structure of communities detected over time. These findings highlight interesting patterns in interaction and demonstrate the use of a tool for visualizing the development of a MOOC community and how connectivist learning evolves. During the session, we will introduce connectivist theory and show the structure of the MOOC. We will describe how learners approached the theme of the MOOC. And, we will present some of the analysis which characterizes interaction. In addition, we will discuss some of the student reflections on the course, such as the following: "It is evident through the MOOC that changes are occurring rapidly and that in order for us to stay current we must adapt to the technologies. The MOOC has also shown how to stay connected. Technology can be used for social networks and hours lost in wasteful activities but through the MOOC I have learned how to better use social networks, blogging, MOOC courses, etc. The biggest thing I am looking forward to taking with me from this course is applying everything that enlightened me and applying to my life and interests. Connecting with others around the world and sharing my ideas, learning of theirs and learning from each other. " We will also discuss a new MOOC that we are offering in Fall 2012, a MathMOOC. This MOOC will not be for credit, but will be a resource for other courses. Participants each week will share their enthusiasm and passion for mathematics. Ten minute recordings from the presentations will be shared widely though YouTube. We plan to leave at least ten minutes for participants to engage with these questions about MOOCs:

- What challenges do MOOCs present for assessing learning gained through engaging with the MOOC, including other MOOC participants?
- Is the MOOC an accessible learning environment for all learners?
- What are essential elements of a MOOC? Is size (over 100) sufficient for it to be a MOOC?
- Is a MOOC really a course?

[Is There an APP for Quality? Quality Standards and Resources for Mobilization \(Devices & Apps\)](#)

October 11, 2012 - 1:40pm

Robbie Melton (Tennessee Board of Regents, US)

Abstract:

Presentation addresses quality standards for utilization of mobile devices/apps in partnership with MERLOT Peer Review System and app resources by TBReLearning Mobile App Center.

Extended Abstract

Theme: Mobile Device and Apps Mobilization (mobile devices and apps) has impacted every facet of education and the workplace. Over eighty-five percent of the student population has some type of smart phone or tablet. Interesting, the majority of apps for mobile devices are for gaming, music, communication, and social networking. In fact, mobile apps for education and the workforce ranked the lowest and downloaded the least. Therefore, to utilize mobile devices as effective teaching and learning tools, faculty must identify and align apps to their programs. Currently, there are no readily categorized methods or single location for faculty to find mobile apps according to their discipline, preferred mobile device (iPads, Androids, etc.), or level of teaching and learning. Furthermore, there are no quality standards for the utilization of apps or a meta-tagging system for identifying and classifying mobile apps. This presentation will outline the quality standards for the utilization of mobile devices and apps; studies of best practices for mobilization in PreK-20; the partnership with MERLOT in the discipline peer review system for evaluating and ranking mobile apps and the template for documenting best teaching with mobilization; recommended system for identifying and cataloging mobile apps; and the mobile app resource center (40,000+ educational and workforce apps) developed by the Tennessee Board of Regents eLearning Mobile App Education and Workforce Center (www.TbreLearning.org) for cataloging apps according to program areas, devices, levels of education, and the manner in which faculty would like to use apps (teaching, learning, research, and professional development). One of the main parts of the presentation will be the outline of the TBR Quality Standards for Mobile Apps and Best Teaching and Learning Practices partnership with the MERLOT Peer Review Criteria (www.merlot.org) TBReLearning Quality Standards for Mobile Apps and MERLOT Peer Reviews Process: TBReLearning and MERLOT also created an easy to use template for TBR faculty to take a first step in capturing their pedagogical strategies to make the use of mobile apps successful for student learning. TBR faculty can "fill in the blanks" and address a system of questions to help them provide exemplary advice and assessments of the mobile app and how best to use it in teaching and learning:

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=8950865742...>

1. Quality of Content:

a. Is the content of the app aligned with important course curriculum?

2. Potential Effectiveness as a Teaching Tool

a. Does the app meet exemplary practices of instructional design?

b. Can the learning app be used to measure student learning outcomes? c. Can the teacher monitor progress of their students using the app?

3. Ease of Use: There are a variety of users that need to be considered when providing a review of how easily the learning app is to use.

a. Does the app meet section 508 accessibility requirements so students with disabilities can have an equally effective learning experience? Does the app have a VPAT (Voluntary Product Accessibility Template)?

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- b. Can the learning app be used on multiple types of mobile devices and platforms?
- c. Can the learning app run effectively without the internet?
- 4. Other Comments: Respecting the Rights of Your Students
 - a. Does the use of the app adhere to standard Institutional Human Subjects Review Requirements?
 - b. Does the use of the app meet federal, state, and local mandates/laws/ and or guidelines?
 - c. Does the use of the app respect the privacy of others?
 - d. Does the use of the app meet "PG rating standards"?

[Is OER Going to Sabotage Our Distance and Online Learning Programs?](#)

Mary Lou Forward (OpenCourseWare Consortium, US)

Larry Cooperman (University of California, Irvine, US)

Abstract:

This session explores how OER addresses concerns for a healthy bottom line by examining three case studies of OER supporting distance and online education.

Extended Abstract

The Open Educational Resources landscape has changed significantly over the past 10 years. OER projects are proliferating around the world as a way to increase access to higher education, help institutions fulfill their educational missions, and improve teaching and learning in both classroom-based and online learning. Many educators and administrators have concerns that OER equals giving away their educational product, which directly undermines their institution's business model. This is particularly true for online and distance education programs, which often exist to serve students who may not be able to take advantage of the institution's classroom-based options. This session will address these questions by presenting three case studies of institutions with vibrant and active OER projects that have driven increased enrollment in distance and online education programs. Case studies include: 1. The University of California, Irvine (United States). The University of California, Irvine, has a growing portfolio of OpenCourseWare (OCW) offered through its extension program. In addition to driving enrollment to extension courses, OCW has increased the universities visibility and paved the way for interesting new collaborations. The impacts of their OCW project on the university's educational reach will be discussed. 2. The African Virtual University (pan-African) - The African Virtual University (AVU) provided professional development through the creation and use of OCW. With the objective of developing a Pan-African teacher education program in mathematics, science, and ICT, AVU brought together faculty, reviewers and administrators from 10 countries to develop curricula for bachelor of education programs in five subject areas, all of which are available as OER. We will discuss the process and the outcomes of this project. 3. FGV Online (Brazil) - FGV Online is Fundação Getulio Vargas' online education arm that serves 90,000 students per year. FGV released its first OCW courses in 2008, and now has 38 open courses available, which have received over 3 million visits. From data gathered on these visitors, FGV can demonstrate its reach into communities not presently well represented in their distance learning population. They have also been able to track the number of students who enroll in paid courses after completing an OCW version.

[Online Laboratory Activities to Engage Learners: Remote Chemical Analysis At Western Washington & Thompson Rivers](#)

Sharon Brewer (Thompson Rivers University, CA)

Bruno Cinel (Thompson Rivers University, CA)

Erin Macri (Western Washington University, US)

Abstract:

Learn about an online international collaboration for remote chemical analysis laboratory activities being used to engage high school, college & university learners.

Extended Abstract

With advances in current technology providing increased opportunities for STEM education, there are a growing number of possibilities to engage learners in meaningful online laboratory experiences. Virtual, remote and blended laboratory learning experiences have been incorporated into a wide variety of disciplines, and are achieving greater acceptance. With remote chemical analysis as a focus, we have been part of a successful, cross-border collaboration since 2006 focused on providing engaging online chemistry lab opportunities for students at the high school and college/university level. These initiatives have been offered under the Integrated Laboratory Network (ILN) at Western Washington University and the British Columbia-Integrated Laboratory Network (BC-ILN) at Thompson Rivers University. This poster presentation will illustrate examples that have been developed and offered over the past several years, and also summarize the evaluation, assessment and feedback from students. We will also discuss the increasing global opportunities for students which are being worked on as part of the HP Catalyst Multiversity projects at both Western Washington and Thompson Rivers, and highlight how others can become involved. Laboratory activities to be discussed include: "Do the Paint Samples Match? A Scanning Electron Microscope Activity" for college/university students "CIA Chemicals in Action: Atomic Absorption Spectroscopy" for high school students "What's in Your Water: Atomic Absorption Spectroscopy" for high school and college/university students "The Case of the Missing Drugs: An Introduction to Mass Spectrometry" for high school and college/university students "Food Dye Chromatography using High Performance Liquid Chromatography" for high school and college/university students

[An International Open Online Course: Using Innovative Technologies for Sharing Emerging Ideas](#)

October 11, 2012 - 4:30pm

Gwyn Shelle (Michigan State University, US)

Karen Vignare (Michigan State University, US)

Chris Geith (Michigan State University, US)

Abstract:

A six-week open online course was offered on Metropolitan Agriculture. This presentation will share success stories, challenges and ideas for future opportunities regarding open courses.

Extended Abstract

In 2050, a projected 9.3 billion people will be on the planet, and 70% of them will live in mega-cities. A massively open online course (MOOC), offered by Michigan State University, was created to share ideas on meeting the needs of this growing population without depleting natural resources by integrating agriculture back into urban areas. The six-week open online course used technology in innovative ways

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and took a learner-centered approach. The course was completely free, and open to anyone with an interest in this topic. The course included a weekly webcast by an international expert, interactive discussion forums, videos, a free e-book, news and academic articles. The content of the course was openly licensed under creative commons. Participants were able to set their own level of engagement. Some participants only watched weekly presentations that interested them while others were active each week in the discussion forum. A certificate of completion was offered to those who met certain criteria. The course included 423 participants who were geographically diverse, representing a number of countries and continents. Web analytics indicated participation from 72 countries with the top five countries being United States, Brazil, Canada, Spain and South America. Of the 16 participants that selected the fee-based certificate option, 13 completed the requirements. There were almost 3,000 visits to the course home page throughout the course. Survey data is still being collected however, results so far indicate that 70% of the participants reported that the course gave them a better understanding of metropolitan agriculture and 80% of the participants gave the course an overall rating of Good or Excellent. The course was managed by an instructional technology team at MSUglobal, Michigan State University, and there were three instructors, including two consultants from the Netherlands and a Michigan State University professor. Upon completion of the course, the entire project team met to review and analyze the course from the instructor perspective. The group consensus was that the course was a success. However, several challenges were identified, including the webcast structure, amount of time that it took to prepare for the course, need for time to address participant questions and the need for more participant interaction. These challenges will be addressed in future offerings of the course and will be described in more detail in the presentation, including methods which will be used to improve the course. The instructors of the course and the instructional technology team all plan to continue the momentum that the MetroAg course started. This summer, monthly question and answer sessions will be held. The sessions are meant to be an informal place for the exchanging of ideas. Participants will be asked to present information from the project they identified in the course and engage in a discussion about applying principles from the course to their project. The course web site will also be reorganized to make the content from the course easily available. Our presentation will outline the steps taken to create this online experience, including design, development, delivery and facilitation. Presenters will explain the tools and technologies used in the course, as well as management of the course delivery, interactions and assessments. It will include stories of successes and challenges relating to the technology and teaching aspects of the course.

[Transformational Learning Experiences Through Service Learning in Latin America](#)

Patrice Prusko Torcivia (SUNY Empire State College, US)

Abstract:

This presentation focuses on the social transformation of our students, as they engage in an interdisciplinary experience online and abroad in Panama

Extended Abstract

Context Global experiences can transform our perception of human ecology, and how we interact with other cultures and the natural world. Our goal is to have our students learn about the local social dynamics and how aspects of sustainability, injustices, literacy and education are prevalent in Panama, but are a clear contrast from the worlds that our own students experience. The course would include a 10 day trip abroad to Panama, where students will have the opportunity to engage in a service learning experience, interact with local citizens, and connect with Empire State College (ESC) international students based in Panama. A dedicated team of interdisciplinary ESC instructors will teach a broad range

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of social topics, and the residency will be open to all ESC students. Students not traveling will interact with the students abroad using various Web 2.0 tools and mobile devices. Problem We saw a need for our students to broaden their breadth of knowledge about personal growth and sustainability, ethics, social justice and literacy as it relates to business, people and our planet. Many of our students don't see or experience, within their own country or during classroom or online based instruction, many of these pressing issues. In today's global world students need to experience firsthand topics and theories they are learning about such as: marketing, global business challenges, ethics, culture, literacy, science and sustainability. Approach A team of faculty from four different content areas decided to collaborate on a course that focuses on the social transformation of our students, as they engage in an interdisciplinary experience online and with an optional residency abroad based in Panama, and work with an online team. Students will keep an online travel blog and will be encouraged to document their experiences with the sights and sounds of the local culture. For those students not traveling, they will connect with students in country through the use of mobile devices, various video conferencing and Web 2.0 tools. Presentations they will attend in Panama will cover topics including: engaging the community, sustainability, energy, human ecology, literacy as well as additional topics based upon the individual interests of the students enrolled in the course. They will hear, through face to face discussions with business and community leaders and faculty, and a service learning project, what it is like to actually put all the pieces together, be a global citizen and personally grow as an individual. One of the primary objectives of this residency is for our students to gain a deeper understanding of their role as global citizens, how their personal actions impact our society and the environment and to take a transformational journey as they explore the topics, collaborate and travel. Through collaborative work with their classmates, global business, community and college leaders they will gain a deeper, first hand, understanding of the principles of sustainable development as it relates to people, planet and profits. They will transform their thinking beyond just management of resources to include human capital, social justice and literacy. They will learn about the rapidly changing tools available and how to effectively use these tools in both their personal and professional lives and see firsthand how businesses and community leaders are incorporating these tools and making them a part of their mission. Professionalism and teamwork are skills businesses expect of college graduates and ones we incorporate in all of our courses. This residency will enable our students to both use their skills in these areas as well as observe what it truly means to act professionally and as a team member in a global organization. Students will have the chance to collaborate with key leaders within Panama, participate in brainstorming sessions and be active participants in a service learning project. They will have the opportunity to see firsthand the importance of sharing multiple perspectives, listening to the diverse opinions of others, and reflecting. Key 21st century skills they will experience include: problem solving; analyzing alternative solutions and working together as a team to come up with a solution Goals for presentation It is our goal to share our vision of this project and brainstorm with participants as to effective ways to have students who don't travel to Panama experience a virtual term abroad. Participants will learn: why it is important to incorporate service learning projects into their courses how to create a virtual term abroad how to incorporate service learning in an online or blended course about resources for connecting students with service learning projects how to create an interdisciplinary, individualized course lessons learned when faculty from different content areas can collaborate to create a course

[The Virtual Dragon Awakes: Online Education At Southwest University in Chongqing, China](#)

Todd Marshall (Spring Arbor University, US)

Abstract:

This presentation explores online education in China through a case study of Southwest University in Chongqing, China and its developing partnership with Spring Arbor University.

To many in the West, online education in China is still a mystery, like a virtual sleeping dragon. Over the past decade the sleeping dragon of online education has woken and it is growing rapidly. The initial government pilot of online education in 2000 began with 38 universities but has since grown to 68 universities which are working on a national level. This presentation will examine one case of this growing phenomenon, Southwest University (SWU) in Chongqing, China. In the past decade this face to face university has added more than 75,000 online students to its campus population of 55,000 students making it the leader in online education in China. The purpose of this presentation is to provide a case study of the history, models, and success of online education in China and share lessons which have global value and will familiarize the Sloan community with the current state of online education in China.

Online degree courses, distance learning, and adult education have been popular in China. Since 2000, there has been dramatic growth in both the number of students and universities who are taking advantage of this new educational medium. Online education is uniquely suitable to China due to the needs of rural populations, the provincial governance of education, and the enormous population growth of recent decades. Consequently, China has pioneered some unique approaches to online education which are specifically suited to its educational and cultural settings. This presentation will provide a brief overview of the history of online education in China and then illustrate Chinese innovation as demonstrated through a case study of Southwest University in Chongqing. This case reveals the model and ideology, resource allocation, quality control, teaching arrangements, pedagogical model, and standardization which have fostered this growth.

[Why OER? Examining the Need for, Possibilities of, and Impacts of Open Sharing in Higher Education](#)

Mary Lou Forward (OpenCourseWare Consortium, US)

Abstract:

Does OER serve institutional education strategies? We'll discuss how OER contributes to a healthy educational ecosystem, and helps address current pressures on higher education

Extended Abstract

Although the demand for education continues to grow, institutions of higher learning are struggling to meet this demand for several reasons: 1. Infrastructural challenges: To meet the upcoming global demand for higher education, it has been estimated that one university would have to be built every 2 weeks for the next 10 years, many of these in developing countries. This, coupled with the present and persistent need of universities to upgrade and expand existing facilities, presents a huge infrastructure challenge for residence-based certificate, diploma or degree programs. 2. Economic pressures: Higher education is one of the sectors hardest hit by the recent global economic crises. Universities and colleges around the world have been under pressure from budget cuts, resulting in reductions in faculty and staff, limits to the intake of more students, increases in student fees or decreases in student loans,

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among other consequences. All of these have negative impacts on the ability of higher education institutions to accommodate the growing demand and assure sustainable access to education. 3. Demand for non-traditional educational opportunities, such as job-related training and career advancement education, particularly by working adults with family obligations and time constraints. To address these challenges, the higher education community needs to consider additional educational pathways. OpenCourseWare (OCW) and Open Educational Resources (OER) can provide support for formal learning and opportunities for independent learning. OCW and OER are free and open educational materials, available to anyone via the internet. A number of OCW User Feedback Surveys have shown us that thousands of working professionals, formal and non-formal learners, and life-long learners access OCW on a daily basis. We will present outcomes of these surveys to highlight user needs and as considerations for developing new projects using open materials. This session will highlight how OER could ensure wider access to higher education, allow for the creation of new, financially sustainable education pathways, and presents interesting business models for the already financially constrained institutions of higher learning.

Transnational Distance Learning: New Markets and Opportunities to Meet the Needs of Emerging and Developed Nations

Robert Hogan (Walden University, US)

Renate Prescott (Kent State University, US)

Arifa Garman (Gulf Coast State College, US)

Lisa Callihan (Calhoun Community College, US)

Abstract:

Why transnational distance learning can better meet the education needs of emerging countries and developed nations

Extended Abstract

Context The next leap in distance learning is transnational education, which crosses both national borders and continents. Changing market demand in emerging countries, increased global competition, reduced funding, and advances in educational technology are fueling the drive to deliver transnational distance learning. This presentation identifies transnational opportunities and risks such as governmental and accreditation regulations, external competitors, and international educational partnerships. The presentation discusses the issues of global acceptance of internationalize online degrees and country-specific differences in academic standards. The presentation focuses on the need for transnational distance learning in the developing world, especially Asia, the Pacific, Mexico, Colombia, Nicaragua, Panama, and El Salvador where the presenters have conducted transnational online learning programs. The role of Europe in the transnational learning revolution will increase. Credentialing is discussed briefly as changing regulations and accrediting standards impact the ability of American universities to compete in cross border education. Transnational distance learning requires better understanding of cultural differences and the use of effective pedagogical methods to meet the needs of a global virtual classroom. While primarily focused on the tertiary level, this presentation is also directed toward primary and secondary institutions, since there is a great need to train teachers in emerging nations and to provide students with additional online resources. Problem Emerging nations have the greatest need for increased educational access and the least ability to offer it on a sustainable basis. In many developing nations in Africa, Asia, and the Pacific, as much as 50 percent of secondary teachers are untrained. In such nations, transnational distance learning is more than un-tethering learners from place-based computing; it is the only viable way to increase educational access. Unlike

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educational counterparts in developed countries, educational resources must be developed to meet the local needs. YouTube, for example, requires too much bandwidth to be useful in most post Pacific Islands. Similarly, synchronous learning platforms work sporadically. Many developing nations simply cannot provide accessible face-to-face education to students located at vast distances and living in sparsely populated regions. Online learning is the solution. Transnational distance learning for emerging nations is no longer a question of if. Now it is a statement of must. As developing countries struggle to become part of the global community, they must improve educational access. Transnational distance learning is the sustainable tool to train untrained teachers, reach isolated students, and to make available subject matter experts from around the world. For emerging nations, transnational distance learning may be the only solution to educate more of their populations. As academic institutions desire to grow their enrollment, offer their unique university brand globally, and become international partners for educational opportunities, emerging nations are one market possibility.

Benefits of Attending

- Network with transnational distance learning (TDL) educators
- Learn key concepts to consider whether TDL fits with your institutional mission
- Review benefits of TDL for institutions and nations • Recognize special distance learning needs of emerging nations
- Consider how TDL can improve educational access and remediate untrained teachers Who Should Attend • Institutional administrators, faculty, ITC personnel, and instructional designers involved with or considering transnational distance learning
- College, university, secondary, and primary distance learning leaders
- Cross-border educators Goals Session attendees will gain a better understanding of the following transnational distance learning factors
- Financial benefits and risks • Pedagogical approaches in a multicultural classroom virtual classroom
- Government regulations and accreditation approaches
- International competitors
- Whether transnational distance learning is appropriate for their institution Format and Session Type The presentation format is lecture/discussion. The presentation is split into four 15-minute presentations:

1. Transnational issues and opportunities (Dr. Robert Hogan)
2. Pedagogy for the global virtual classroom (Dr. Arifa Prescott)
3. Cultural considerations for teacher and student civility (Dr. Renate Prescott)
4. Lessons learned in teaching in the global virtual classrooms (Lisa Callihan) Each presentation will be followed by a five-minute discussion session.

A unique feature of this presentation is that the presenters will create an online discussion board so that members of the session can interact following the conference.

Materials

1. Session worksheets for guided group discussion
2. Laminated Transnational Distance Learning IQ Test
3. Audio presentations and attendee online discussion
4. Post-conference attendee online discussion board

Take-Away Information

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- Assess opportunities and issues involved in cross national education
- Understand implications of transnational distance learning
- Recognize the impact of congressional and accreditation regulations
- Consider the impact of waiting versus acting based on lessons learned in early online
- Identify opportunities and issues related to transnational educational partnerships
- Understand online issues of diversity and globalized pedagogy

Uniqueness

The authors have more than a decade teaching and researching distance learning throughout the Pacific Island nations, Central America, the Middle East, and Europe. The presenters contributed to my new book *Transnational Distance Learning and Marketing Opportunities for Universities* (IGI Global, February 2012). What makes this unique is that the authors were handpicked based upon their global teaching experience. The book itself has chapters written by vice chancellors in South Africa and Indonesia. Faculty in India, the West Indies, Great Britain, and the United States contributed chapters. Other chapters involve an international engineering education, and one by a World Health Organization specialist on public health in emerging nations. Another feature that the presenters bring to this conference is a global student perspective gained through working with such students. In the text, students in France, Canada, Japan, Cyprus, India, the United States, and Fiji discuss their needs and experiences with online learning. (http://www.igi-global.com/blogs/main/12-02-09/transnational_distance_learning_opens_borders.aspx).

[Meeting the Challenges of Cross-Cultural Higher Education](#)

October 12, 2012 - 11:25am

Xenia Coulter (SUNY Empire State College, US)

Abstract:

Can the educational expectations of one culture engage and expand those of another by means of an introductory blended learning course?

Extended Abstract

Context Many American universities provide foreign students in their own home countries (sometimes in conjunction with a native college) the opportunity to earn a U.S college degree. Models vary from study at a satellite American campus abroad to online learning with faculty in the United States. Educating such students offers many challenges, such as teaching in a student's second language, working with questionably-prepared students, or, when applicable, dealing with various hurdles associated with distance study. Broader issues concern potential conflicts between different cultural understandings about the nature, purpose, and methods of higher education. How these are addressed depends upon whether the American university goal is to accommodate to foreign cultural expectations or to assimilate students into a program presented exactly as it would be to Americans. Hofstede, Hofstede & Minkov (2010) relate national educational practices to positions on six dimensions characterizing cultural values. For example, Middle Eastern countries that score high on indices of power distance, uncertainty avoidance, and collectivism, value teacher-centered education that emphasizes right answers, show respect for past wisdom, and see education as learning how to do. In contrast, the US, which scores low on those dimensions, values open-ended, student-centered schools, emphasizes future knowledge, and sees education as learning how to learn. Other researchers see cultural traits reflected in student learning preferences. Joy & Kolb (2009), for example, found that learning styles characterized by abstract and reflective thinking predominate in cultures high in collectivism and

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uncertainty avoidance. Latchem & Jung (2011) note that students in high-context cultures (Hall, 1992) prefer aural or visual learning, whereas students from the low-context US culture depend heavily upon the written text. Whether learning preferences originally intended as measures of personal differences should also be applied to whole cultures is not clear (see, e.g., Claxton & Murrell, 1987). However, the larger question of whether teaching should or should not match student learning expectations is still clearly relevant. Problem The proposed presentation will describe a college program offered in Lebanon by American faculty from a NY public university in partnership with two Lebanon-based private universities. The program is "blended," because the online courses are supplemented with a short mid-term Lebanon-based face-to-face residency. The overall purpose of this program is to provide students with an "American education" and the opportunity to earn an American degree. Thus, along with the challenges described above, the program explicitly requires students to set aside educational expectations presumably inherent to their native Middle Eastern culture that conflict with our expectations. The presentation will focus specifically upon a 2-credit orientation course developed to help students make this transition, discuss the extent to which this course succeeds, and consider the implications of such success. Approach As expected in "design-based research" (Anderson & Shattuck, 2012), the orientation course has undergone continuous revision since its inception. The current version resides in an Angel platform, with multiple instructors who are the "mentors" to whom the new students have been assigned. Students are introduced to written descriptions of progressive models of education, concepts of critical thinking, and the importance of life-long independent learning. They are required to participate in and evaluate text-based class discussions, locate and cite written resources from our virtual academic library, define and eschew plagiarism, and to consider and critique in writing the purposes of higher education. Since college policy requires all students to justify their projected curriculum in an essay ("rationale") prior to graduation, a first draft of the written rationale is the course's culminating activity. To evaluate the course's current effectiveness, we compared the final version of essays written in 2001 to those written this year. We expected to see improved independent and critical thinking, more discussion of the value and purpose of "liberal arts" study, greater ownership of the program of study, and more emphasis upon future learning. Last year, we added to the course a standardized test measuring student "readiness" for distance study. One item assesses each student's learning preferences, which thus allowed us to also observe not only whether expected cultural differences are systematically reflected in their learning styles, but to what extent their preferences differ from those of the American faculty. Results The comparison of rationales written 10 years ago to those written now revealed many (gratifyingly) significant improvements. Initially students could not distinguish the American courses from the Lebanese courses and almost never expressed ideas about the meaning and purpose of education, focusing instead upon program requirements and their value for career preparation. Current rationales were more personally reflective, spoke about importance of a liberal education, and showed a good understanding of the program structure. No differences in continued learning were observed, however. The results of the readiness test were not unlike nontraditional American student data, except in technological facility (where the Lebanese students scored very high), and typing and reading skills (where they scored quite low). In terms of learning styles, although the faculty (perhaps not surprisingly) showed higher preference for logic than students, overall there was no easily discerned common pattern among the students themselves. These results imply that cultural attitudes toward education may be more variable and malleable than the literature sometimes suggests. However, it is also possible that the Lebanese culture is not representative of countries in the region (see, e.g., more discouraging results in Dahl, 2010, with Saudi students). Nonetheless, these findings do indicate that ordinarily tacit educational expectations when made explicit can be a successful approach in assimilating students to new and different educational demands. References [in brief]

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[Opening Doors: Development of a Virtual International Collaboration](#)

Susan Gallagher-Lepak (University of Wisconsin - Green Bay, US)

Christine Vandenhouten (University of Wisconsin - Green Bay, US)

Abstract:

A model of virtual international collaboration will be described connecting students and faculty from two nursing programs in North and South America over several semesters.

[Online Collaborative Strategies for Corporate Project Team Success](#)

Raymond Angelo (Fairfield University, US)

Abstract:

Building collaboration skills to avert corporate information system project failure in an online class

Extended Abstract

Approximately half of all corporate information system (IS) projects fail every year (Garg, 2010; Latendresse & Chen, 2003; Standing, Guilfoyle, Lin, and Love, 2006). Overdue, over-budget, and abandoned projects cost organizations time and money. While educators may not address project failure directly, they can foster collaborative skills and sensitivities required for successful project outcomes. More often than not, the failure of a project is not due to technical problems, but to social and business-related issues. These issues include communication breakdowns and lack of participation by project stakeholders. Teaching collaboration in groups is critical to developing students who can be successful in business, industry and education. Online learning uses networked teaching environments and platforms that replicate the dispersed, communication-challenged working environments that are seen in many international corporations today. From a communications perspective, project team members are frequently globally dispersed, often with team members in Asia, Europe, South America, and the United States. Timeliness of information sharing between them becomes challenging. Online, virtual working environments and group collaboration are becoming common place for teams in business, as well as for students in higher education. In education, virtual networked environments offer instructors a platform for development of student skills for use in their future careers. There is a need for coursework that utilizes networking technology to better prepare students for their careers, to work in dispersed teams, and to become better collaborators to address business issues. The presentation will report the results of a study of online collaborative group activities. Asynchronous discussion boards are a common communication medium for global project teams in information technology. Establishing, maintaining, and evaluating online communications are challenges for distributed and dispersed project teams. The presentation will discuss how students demonstrated group knowledge construction in asynchronous discussions using real-world business project scenarios. The Interaction Analysis Model for Examining Social Construction of Knowledge in Computer Conferencing (IAM) was used to measure

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group knowledge construction. Eighty-six computer engineering technology majors at Central Connecticut State University participated in this study. Students in the experimental group worked in eight teams using discussion boards to collaborate and address the problem scenarios. Online discussion boards allowed students to be unencumbered by place and time when collaborating. Students in the control group resolved the problem scenarios independently. The following study implications will be shared:

- Content analysis of discussion posts messages suggest that online students demonstrate significant group knowledge construction as measured by the IAM.
- Real-world business scenarios can be used to develop significant awareness of specific social and communications issues that contribute to project failure. The presentation will demonstrate how the use of real-life scenarios can be used to enhance collaboration skills and skills for project managements success.

The goals of this presentation are to:

- articulate the relevance and significance of this study, the implications for online teaching, and recommendations for further study;
- demonstrate the relevance of this study to the research and practice in emerging trends in the internationalization of online education, and as an example of a pedagogy that demonstrates un-tethering of learners from place-based computing;
- encourage participants to offer applications, views and suggestions for further scientific investigation;
- discuss with the participants applications of this research to their online environments; and
- discuss the preparation of students for project roles in the business world.

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[Doing It a Second Time: A Comparison of Data Gathered During Two Iterations of an Open, Online Course](#)

Kelvin Thompson (University of Central Florida, US)

Patsy Moskal (University of Central Florida, US)

Abstract:

Open, online courses are often high on hype and low on data. Come see how data from one course iteration influenced design modifications and results.

Extended Abstract

While open, online courses (either the oft-publicized "massive" versions or smaller-sized counterparts) are still a novelty for many (with relatively few institutions offering such courses), the University of Central Florida has offered two iterations of an open, online faculty development course on the topic of blended learning (BlendKit2011 and BlendKit2012). A variety of data (e.g., analytics, satisfaction, impact, etc.) were collected during each course iteration using diverse data collection methods and tools (e.g., server logs, social media tools, questionnaires, etc.). These data have been analyzed and triangulated to

gain insights into participation profiles, design effectiveness, and learning/performance of participants. Design modifications in the second course iteration will be summarized. Lessons learned will be shared. Implementation suggestions will be offered.

[Creating Capacity Across Continents: Lessons From the Development of the International Programme in Addiction Studies](#)

Mary Loos (Virginia Commonwealth University, US)

Abstract:

Creating capacity across continents: Challenges, triumphs and lessons learned in the development of The International Programme in Addiction Studies Master of Science in Addiction Studies

Extended Abstract

Introduction: The International Programme in Addiction Studies (IPAS) is a challenging 36-credit, asynchronous, fully-online MS degree in Addiction Studies offered collaboratively by Virginia Commonwealth University (VCU), The University of Adelaide, Australia (UA), and King's College London (KCL), three global leaders in the field of addiction studies. Developed in order to offer the latest in addiction-related knowledge to policy makers and practitioners in more remote areas of the globe, IPAS has, since 2008, graduated 25 students on 5 continents and from more than 15 countries, and is currently serving an additional 25 students on 6 continents. The story of development of this unique offering, through which students receive a tripartite diploma from three renowned international universities, holds multiple lessons for those interested in the use of online teaching to foster international collaboration and capacity building efforts. Background: In 2005, research and policy experts in the addiction field from Virginia Commonwealth University, the University of Adelaide, Australia and King's College in London met to discuss how the noteworthy advances in addiction science, treatment, prevention, and policy made in the previous two decades could be disseminated to improve the level of addiction-related expertise around the globe. Such dissemination of information and capacity building was seen as essential if drug and alcohol related harms were to be addressed on a local level outside of the developed world. From this informal meeting, the idea for a collaborative online graduate program in addiction studies was formed. The result was the International Programme in Addiction Studies (IPAS), a 36-credit Master of Science program that has been offered through a unique collaborative structure by VCU, UA, and KCL since 2008. Students completing that IPAS program are considered students of all three universities, have access to electronic resources from each, and receive a diploma conferred simultaneously by the three participating institutions, with all signatures and symbols attached. While the program courses and content are offered through the Blackboard interface at one of the three universities (currently VCU), course instruction is divided equally across the universities. The result is a truly international degree program that is recognized across the world, and has been made possible through the magic of online education. As far as we are aware, IPAS is the only tripartite international collaboration of its kind. As such, its development may hold valuable lessons for academics working to establish similar collaborative efforts. Session Objectives: Individuals attending this information session will develop an understanding of important institutional, administrative and technological considerations in the development of complex online international collaborations designed to reach diverse global audiences.

Specific areas of discussion will include: Institutional challenges in the development of the IPAS

- 1) Defining a degree: When is an MS really an MS? Clarity in definitions and standards
- 2) Policies in conflict: How the principle of the "Most Stringent Requirement "and valuing student rights keep the program on track

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- 3) Parallel processes: Seeking degree program approval across oceans
- 4) Legal formalities: The importance of a clear and detailed Memorandum of Agreement
- 5) Building trust: Inter-rater reliability and the diversity of international marking schemes and requirements
- 6) On being a different animal: Making an anomalous program work within and across three large bureaucracies through communication, flexibility and forgiveness
- 7) Research Projects: Distance, Data, and Issues of Ethics
- 8) The ongoing struggle for support: The challenges of conveying the time and labor-intensive nature of excellent graduate teaching online. Technological choices and challenges (or how to reach the broadest audience in the farthest places with information from the most respected sources)

Choices in technologies for course delivery and course design:

- 1) Keeping it simple for the mid-career returning student
- 2) Keeping it low tech to increase access in remote areas with limited internet speed/access
- 3) Keeping it low tech and simple to make lecture procurement from experts across the globe possible and inexpensive
- 4) Using asynchronous offerings to maximize communication across time zones
- 5) Consistency in course design and communication
- 6) Where do we begin?: Bringing students up to speed before their first courses
- 7) The development of an ongoing learning community and open access library resources

Expected outcomes: At the end of this presentation, participants will have:

- Increased awareness of differences and similarities in international educational standards and procedures affecting online program collaboration
- Greater knowledge of policies to minimize cross-institutional conflict in online international collaboration
- Improved understanding of how to use various online tools to train older professional students from a wide variety of backgrounds in the use of online educational materials
- Awareness of benefits and issues raised by multiple university student enrollments

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Techniques for Improving Online Community College Completion Rates: Narrow the Path?

Jeanne Ratliff (Rio Salado College, US)

Jeremy Tutty (Rio Salado College, US)

Abstract:

Perhaps it is time to consider not the differences between ground campuses and distance program retention strategies, but how the two strategies might be shared.

Extended Abstract

This presentation will provide a brief overview of the status of retention and completion efforts among community colleges in the United States. The presenters will identify a number of successful strategies utilized in on-ground institutions that may translate well to online programs. In light of these successes, the presenters question whether the costly current approaches by administrators of online institutions are not overlooking effective alternatives. Among the myriad of possibilities, the following practices that have heretofore been utilized mainly by face-to-face programs are included as a sampling of potential approaches that could be deployed by distance learning institutions: Competency-based Instruction In general terms, competency-based instruction is driven by student mastery of specific, measureable outcomes or competencies, and instruction and assessment is adapted based on student input (Eberle & Childress, 2006; Sturgis & Patrick, 2010). Advancing students upon mastery is a task well suited for translation to the online environment. The reliance on competencies require course and program designs to include explicit, measurable, transferable learning objectives ultimately empowering students. As Sturgis and Patrick (2010) point out, when competency-based design is utilized to require mastery, a higher-quality education will result. Mandatory online orientation Orientation programming should include information on access to services, up front and clear notification about academic rigor, time to completion, and cost of programs. In addition, a virtual introduction to key staff and faculty members would be helpful, such as the Vice President of Student Services and academic advisors. Restriction of choice Online Distance education programs should supply a roadmap to program completion. Students are enrolled in programs, not just single courses. Complete programs are fully defined in terms of content, objectives, and structure. This restricts choice and allows students to focus on their coursework, thereby reducing atrophy due to confusion or loss of momentum. Technology optimization Building on the strength of online and distance institutions ability to leverage technology, the repurposing of customer management software is a simple means to increase contact between students and faculty and staff. Capabilities include predefined milestones and alerts, which creates a case management style system for regular and meaningful engagement with students. The presentation will also provide a number of questions for further discussion and reflection including:

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- Should distance learning institutions continue to pursue to provide increasing student freedom?
- Does greater freedom lend itself to greater confusion and overwhelming options for students?
- Does too much flexibility and scant institutional intervention increase isolation?
- Does the freedom and flexibility afforded by the online modality relieve a sense of investment or obligation to the college on the part of the student?
- Do choice and flexibility ultimately set the student up for failure?
- Is it time for distance learning institutions to consider a more engaged and restrictive environment where students know exactly what to expect in terms of completing their programs?

Making the Case for an Online Student Community

Aileen Dillon (EDMC Online Higher Education, US)

Abstract:

Learn how to build an online student community and measure its success

Extended Abstract

According to The Chronicle of Higher Education, online classrooms are "expected to serve more than 17 million students by 2013." As universities create new online programs to cater to these students, Student Affairs departments should also be adapting to serve this constituency. By offering membership to online student organizations and providing online student services such as tutoring, counseling, and career placement assistance, the student affairs department not only improves the student experience, but they also encourage persistence. The presentation will highlight the importance of having a controlled, customized location that allows students, faculty, and staff to connect and be aware of the services offered. The presenter will also focus on how to drive engagement. Through constant communication and adherence to set schedules, the student affairs office is able to market to students. The presenter will also share strategies for keeping students engaged on the Web site. Lastly, the presenter will discuss the various ways to measure the success of the online student affairs services.

Factors that will be addressed are:

- Page Views
- Unique Visitors
- Comments/Entries
- Organization Activity/Members
- Persistence of Members

Learning Outcomes/Goals - Participants will...

- Gain better understanding of online vendors and resources available
- Understand the various ways that these areas can be measured for success
- Understand that the quality of the services provided by student affairs does not have to change while they are provided online

Important Highlights

Data that will be shared includes:

- Utilization Since it launched in September 2010, Connections has had over 4.7 million page views
- Retention

During January through March 2011, EDMC Online Higher Education experienced:

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- 6.6% less withdrawals for students active in Connections
- 18% improvement in credits attempted/completed for students active in Connections
- 4.5% improvement progress in academic credit for students active in Connections

Best Practices in Mentoring Online Students

Rebecca Johnston (Western Governors University, US)

Mitsu Phillips (Western Governors University, US)

Abstract:

Western Governors University is utilizing the results of an internal survey to demonstrate best practices in mentoring online students to achieve academic success and satisfaction.

Extended Abstract

Western Governors University (WGU) provides every online student his or her own mentor. Maintaining phone contact at least every other week, the mentor guides his or her panel of students through the entire WGU experience. Mentors have significant impact on students' retention, academic performance, and satisfaction. In the fall of 2010, Mentoring department leaders asked the question: "What makes our top performing mentors so successful in advancing student academic progress, retention, and student satisfaction?" A pilot study was developed and conducted in the spring of 2010 on approximately the top 10% of mentors determined by departmental key performance indicators. This study explored the best practices in mentoring online students. Selected mentors completed an extensive survey, which includes both multiple choice questions as well as open ended questions. These mentors shared the practices that made them effective in keeping online students engaged, satisfied, and successful. Participants were kept anonymous to both departmental leaders and peers in order to encourage complete honesty in their descriptions of practice. Subsequent to the 2010 pilot study, the fall 2010, spring 2011, and spring 2012 surveys have improved upon that initial pilot study and used consistent questions and participant selection criteria. Study questions addressed demographic information, logistics and tools for working with online students, training that has been most valuable to mentors, skills and experiences that are most useful for mentors, and best practices for working with online students. The findings from each survey have resulted in consistent data regarding key practices in advising and supporting online students:

- **Demographics:** The top performing mentors come from a variety of backgrounds. Participants were representative of every age group, educational background, and level of previous work-experience.
- **Logistics and tools:** Effective mentors use a variety of technology to maintain strong connections with their assigned students. Active use of the telephone and email is the most common; however, mentors also use social networking, instant messaging, screen sharing software, and video conferencing. In addition, mentors work non-standard hours from home offices to facilitate better contact for working and non-traditional students. The majority of survey respondents indicated they worked at least nine hours a week outside of standard business hours to accommodate their online students.
- **Training Practices:** WGU provides weekly training sessions on WGU processes and departments. They also offer mentors bi-annual internal conference trainings. Mentors focus most of their training on internal development opportunities, rather than pursuing external training and personal development.
- **Valuable skills and experiences:** These mentors felt the most important skills they brought to this role included interpersonal skills, organization and time management skills, written and oral communication skills, and ability to coach and motivate students. These mentors felt they started with these skills

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before becoming mentors, but that they had opportunities to hone and practice these skills as they worked with students.

- Best practices: Ninety-five percent of respondents set a standing, reoccurring appointment with each student. The majority of these appointments are scheduled for half an hour. During those appointments, mentors call the students and set short-term and long-term academic goal, commit students to completing course work, praise students' accomplishments, build a personal relationship with the student, help students navigate any WGU departments, and provide guidance in meeting requirements for any courses in the current term. The results of the survey are published in total to the entire mentoring staff and leadership (participant names removed). The information gained as a result of these surveys guides training efforts, student success programs, hiring practice, and departmental expectations. The success of these surveys has also resulted in the development of an accompanying study of the practices of top performing Course Mentors. Course Mentors are curriculum support experts for WGU students, and mentor them through specific course content as needed or required. Course Mentoring, unlike its "student" Mentoring counterpart, is in the early stages of best practice identification. It is anticipated that the results of this survey will provide valuable information for increasing the effectiveness of mentor training and student support. In the presentation , I will share the WGU mentoring model, invite audience questions and discussion regarding that model, describe key practices of effectiveness within the mentoring model, and provide an audience handout summarizing some key practices. This presentation will introduce a model of support for online learners, as well as describe the lessons that Western Governor's University has learned from its top performing student and course mentors.

Hello, is There Anyone There? Creating an Effective Online Student Orientation

Danielle Plass (Pace University, US)

Abstract:

This presentation will share the approaches and tools used to create an online orientation that suits an array of student needs and preferences

Extended Abstract

The nature of computer-based and online courses is completely different from the traditional classroom environment, specifically in terms of modes of delivery and interaction. Consequently, designers and developers of online student orientations need to consider not only the content of the orientation but how to find the most effective methods to engage as many online students as possible. At Pace University, our online students are surveyed every semester. When asked about the Online Orientation, many students indicate a variety of preferred delivery methods. Some prefer a static, self-paced program with handouts, others prefer an online, synchronous and interactive chat session and yet others prefer video tutorials. This presentation will share the approaches and tools used to create an online orientation that suits an array of student needs and preferences. They include: Online Student Orientation Community: a community created within Blackboard in which all online students are automatically enrolled. Once students have reviewed the contents of the learning community, they are encouraged to take the Online Learning Orientation Assessment to test their knowledge and comprehension. Live Online Webinars using Blackboard Collaborate: these synchronous webinars are offered at the beginning of each semester at various times. Students are given a real-time demonstration of the learning management system as well as a tour of other relevant support services sites. Students are strongly encouraged to participant and ask questions. Video Series: videos of the

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various online orientation topics we feature on Pace on iTunes U and linked to our website. Student survey results will be shared with attendees as well tools, tips and techniques used. Attendees will also be able to view the following Pace University platforms: Online @ Pace website Pace University's Online Orientation Blackboard Community Pace University's Online Learning Assessment Recordings of past Blackboard Collaborate orientation webinars Orientation videos on Pace on iTunes U Attendees will walk away with a variety of ideas on how to create online orientations at their own schools.

Keeping Online Students Enrolled: A Review of Research on Online Student Retention

Mac Adkins (SmarterServices, US)

Abstract:

How do you quantify levels of online student readiness, and assist learners who are not a strong fit?

Extended Abstract

Some students are more ready to learn online or in a technology rich environment than others. Distance learning is a better fit for some students than others. To what degree do these two realities about distance learning impact the performance of students? How can you quantify levels of online student readiness? How do you assist and support learners who are not a strong fit for distance learning? In this presentation you will learn about research conducted at the following eight institutions to measure the relationship between learner readiness and student performance: Anthem College, Argosy University, Cuyahoga Community College, Dallas Telecollege, Georgia Northwestern, J. Sargeant Reynolds Community College, Middlesex Community College, and Virginia College. You will also view results of the 2011 Student Readiness Report which contains three-year trend data from over 240,000 students from over 250 colleges and universities regarding levels of online learner readiness. Objectives: Participants will explore the concept of online student readiness. Participants will understand the relationship between online student readiness and four key performance indicators for students: academic success, engagement, satisfaction and retention. Participants will learn about research conducted at multiple institutions to measure these key performance indicators and their relationship to online student readiness. Participants will receive aggregate data on the national level about three-year trends in online student readiness.

Using Student Mentors as Facilitators of Academic Success for Online Degree Programs

Daniella Smith (University of North Texas, US)

Abstract:

Learn how to help your new online students succeed and increase faculty productivity by using student mentors.

Extended Abstract

Experienced degree program students often understand the dynamics of successfully navigating online learning. As such, they are excellent resources for helping new students to succeed. This presentation will discuss the implementation of student mentor programs to support online learning. The presenter will also discuss two models of mentor programs for distance learning. The first model is a blended-learning cohort -based model. The second is an online course-based model. The presenter will upload

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presentation slides to the conference website. In addition to using effective presentation skills, the presenter will engage the audience in the presentation by:

1. Using Poll Everywhere to collect opinions on survey topics that will be discussed throughout the presentation
2. Presenting short film clips related to the topic for discussion While the program will impart practical applications to implement such programs, it will be based on the research and experience of the presenter.

This session will be designed to accomplish the following objectives:

1. The session participants will understand the benefits of developing a student mentor program to increase faculty productivity and student success.
2. The session participants will be able to identify the characteristics that are desirable in student mentor recruits.
3. The session participants will be able to identify the roles that student mentors can play in a distance learning program.
4. The session participants will be able to identify two models for implementing student mentoring programs.
5. The session participants will be able to describe strategies that may be used to recruit student mentors.

Canaries in the Coal Mine: How Student Withdrawals and Institutional Change Intersect to Improve Retention

Howell Williams (The Learninghouse, Inc., US)

Abstract:

Learn how analyzing drop codes identifies institutional road blocks, drives more efficient student services, and is the important first step in increasing online student retention.

Extended Abstract

Context There is no magic bullet for improving online student retention. Persistence results from a host of variables, particularly for the non-traditional population who put family and work first. As more and more smaller colleges and universities begin to offer fully online degree programs that cater to a non-traditional population, they are often ill-equipped to manage and offer appropriate student services, such as advising from a distance or staffing to answer the phone after 4:30 PM for the working adult. Already resource constrained, keeping up with a student population that does not conform to traditional campus hours, service culture and operating procedures can strain student services and increase student dissatisfaction. Sometimes dissatisfaction leads to leave of absence or at worst, the student withdrawing from the university. It is important to understand if and why online students withdraw from an online degree program and if for institutional reasons, operating procedures and efforts should be adjusted to increase persistence rates. Problem While much progress has been made in translating traditional courses to the online environment and supporting faculty who teach in this medium, many traditional schools still struggle with efficiently translating student services --ranging from enrollment management to advising to retention (and everything in between)—for the online student. If traditional student services cannot adapt fast enough to serve the growing number of fully online students, student persistence ultimately suffers and institutional attrition rates climb. Schools must first identify who are their fully online students, track their progress and measure their persistence. In order to initiate efforts to increase retention, focus on why students drop out of particular online degree programs and then

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turn to why students persist - succeeding despite variable life experiences and obstacles. These withdrawal codes reveal that colleges and universities offering online degree programs can make significant progress in their retention rates by providing customer-friendly and efficient student services, which ultimately result in institutional change. Such reorganizing of processes and roles and has the potential to stretch resources if not part of strategic growth plans. However, colleges who help online students more easily navigate set-up processes and connect students with a one-stop resource ultimately drive more efficient student services and processes that benefit all types of students. This presentation shares withdrawal or drop data in the form of reason codes and case studies from seven different non-profit colleges and universities offering online degree programs. The majority of these schools are private, faith-based, and have under 3000 FTEs whose student population is comprised of mostly 18-22 year-olds. The schools profiled might have had a long history of serving non-traditional students through instructional sites or evening & weekend classes, but are relatively inexperienced at hosting fully online degree programs for which the distance student might not be able to travel to campus. While the non-traditional student is in the minority on traditional campuses, they still need and deserve a continuity of service. After several years of offering online courses to traditional students in hybrid formats, each of these schools decided to invest in growing their online enrollments and better serve the increasing fully online student population admitted and enrolling from greater distances. However, with limited resources and an organizational culture slow to embrace process change, they could not adequately compete with the efficient for-profits who called a prospective student back within 20 minutes, offered the needed online courses for transfer students, started a new cohort every Monday, or had easier-to-navigate bureaucracies. By improving efficiency, customer service, and process for non-core academic services for their potential and current online student population, the schools profiled are driving more effective and timely organizational structures and student services to recruit and retain students. Approach This presentation is broken down into three sections. We will first profile and thematically present each particular school's drop trends under the five major retention categories. Next, using student self-reporting, we will explore reasons why students unsuccessfully mediated persistence challenges. Lastly, we will investigate what smaller schools are and should be doing at the institutional level to enhance student services based off of drop code data. School Profiles By the end of this discussion, session participants will

- Identify the institutional profile of each school offering fully online degree programs as to recognize how their school does or does not fit a similar profile
- Recognize the common institutional, academic, social, psychological/health, financial aid challenges faced by online students
- Review attrition trends and patterns The Individual Level: Student Experience By the end of this discussion, session participants will be able to
- Recognize early signals of student dissatisfaction • Review student accounts of dissatisfaction through drop code data
- Assess the effectiveness and limits of student self-reporting The Institutional Level: Enhanced Student Services By the end of this discussion, session participants will
- Recognize short term initiatives to increase student persistence and address institutional challenges • Identify registration, advising, and financial aid service challenges related to drop codes
- Discuss long-term initiatives to coordinate more effective student services

Results

By monitoring student withdrawal reasons related to institutional challenges, colleges and universities can focus on improving inefficient processes and lessening student dissatisfaction, the first step in decreasing online student attrition rates.

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Building an Online, Asynchronous Information Literacy Course

Dan Gall (University of Iowa, US)

Dominique Hallett (Arkansas State University, US)

Abstract:

Use asynchronous online communication help your students save time and get better results with their library research.

Extended Abstract

This presentation, led by librarians who have successfully converted information literacy or library research classes to online formats, will help you convert your existing class to an online, asynchronous format. Librarians have been teaching information literacy and research skills and adapting their teaching techniques to the needs of their users and the limits of available teaching tools for a long time. As colleges and universities increasingly emphasize online or hybrid classes, librarians are increasingly using course management systems, tutorials and other technological means to effectively teach library research skills. Although librarians often teach as guests in subject specific classes, this presentation focuses on librarians teaching information literacy and research skills as the primary instructors of their own credit courses. Library research and information literacy courses focus on skills of choosing the best options to look for information, skills to efficiently search for relevant information, criteria for evaluating the quality and tools for the effective use of information. As such, these courses often work in conjunction with disciplines taught at universities and colleges. Librarians can benefit from the techniques and experiences discussed in the presentation. Instructors and administrators in other disciplines can learn what is possible and how to most effectively partner with librarians for the benefit of their students.

Blended Learning and Developmental Education Student Success

Julie Kling (Edgewood College, US)

Abstract:

Are developmental learners prepared for online classes or is blended learning a better option? Learn and share best practices for creating successful developmental blended courses.

Extended Abstract

Are developmental education students prepared for a totally online class or is a hybrid or blended course a better option since it provides some time with the instructor for that extra boost of confidence? Best practices based on the presenter's experience as a developmental writing instructor will be discussed with emphasis on course design for developmental education student success. Session objectives and description:

Objective 1: To provide a clear definition of blended learning and an understanding of the needs of developmental education students in order to achieve success.

Objective 2: To discuss key elements for developmental education blended learning courses including clear objectives, placement of course content, technology support, and importance of collaborative activities.

Objective 3: To offer suggestions for transitioning from a f2f environment to a blended learning environment, including best practices for developmental education students. More and more classes are moving to online learning in the nation's universities. What about developmental education students?

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Are they ready for a totally online class or is a hybrid or blended course a better response since it provides some time with the instructor for that extra boost of confidence developmental education students may need? In order to encourage student self-confidence, course content should move from "very easy content and gradually increase over time" (Morrison, Ross, & Kemp, 2007, p. 58). Gagne's model of instructional design is appropriate for developmental courses since basic skills are to be mastered and learners need ongoing support and encouragement from the instructor. His model will allow for frequent feedback which will help provide an environment "that is systematically structured with requirements (objectives) clearly specified" as desired by adult learners according to Morrison, Ross, & Kemp. (2007, p. 61). Blended learning is an appropriate solution for providing the structure and support developmental learners need in order to be successful in the online environment. Blended or hybrid learning will be explored as an appropriate format for online developmental education courses. This session will begin by discussing the needs of developmental education learners, defining blending learning, and exploring the unique challenges of designing courses for developmental education students. Best practices for providing technological support, organizing content, and creating a collaborative, engaged learning environment will be shared. The session will conclude by assisting participants reflect on the process of transitioning from f2f courses to blended learning courses. This process will encourage participants to reflect on current best practices in f2f courses. What has worked well in current f2f courses? What has not worked well? In designing a blended course, participants will need to consider what elements of the current course will be kept. Since the target student population is developmental learners, a learner analysis is especially important. This will highlight points made in the earlier discussion about the qualities of developmental learners. Prior knowledge and student confidence with technology must be considered in order to increase student success. For developmental learners, student confidence is linked with student success. Therefore, course developers must anticipate learner's needs and ability to access technology and course materials.

SUNY Blend: Supporting Student Success - an NGLC Project Report

Alexandra Pickett (SUNY, US)

Peter Shea (University at Albany, US)

Bill Pelz (HERKIMER County Community College, US)

Trista Merrill (Finger Lakes Community College, US)

Abstract:

"SUNYBlend" uses a number of interventions & approaches to support at-risk student success including blended instruction, learning concierges, social networking, &a focus on developing student self-regulation.

Extended Abstract

"SUNYBlend" uses a number of interventions &approaches to support at-risk student success including blended instruction, learning concierges, social networking, &a focus on developing student self-regulation. This NGLC-funded project uses a number of technical interventions and approaches (<http://wiki.sln.suny.edu/display/SLNNGLC/interventions>) to support at-risk student success. The "SUNY Blend" includes a blended program, student commons staffed by concierges, a focus on developing student self-regulated learning skills, and more. The SUNY Blend project is about student success, persistence and completion in a powerful context - to address the issue of poverty in NYS's disadvantaged youth population. New York State is one of the 13 states in the US with the highest percentage of children living in poverty. 20% of children in NYS live in poverty. The poverty of the family has consequences for the education of the children in terms of achievement and graduation rates, and

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then employment and salary. This is a cycle that creates a poverty trap from which it is nearly impossible to escape. We know that education can disrupt the cycle of poverty and the intergenerational transmission of poverty. Persons with greater education levels and those who increase educational attainment have higher poverty exit rates. However, College opportunities for New York State residents are poor. According to the National Report Card on Higher Education, Measuring Up 2008, The likelihood of enrolling in college by age 19 is only fair, and a very low percentage of working-age adults (4 in 100) are enrolled in higher education. Among young adults, 29% of Hispanics and 34% of blacks are enrolled in college, compared with 50% of whites. And that is not the only problem: - 40% of those incoming college students need developmental education - at our community colleges that number is closer to 70%. - Of those that test into developmental courses, More than 50% fail/drop out. New York State is failing to adequately meet the education needs of poor and working class NYS families. This is what the SUNY Blend project is about... How do we support persistence, success, and completion in our at-risk community college students so they can get a degree, a higher paying job and exit poverty? The barriers and issues faced by our at-risk student populations are many. Many struggle with competing life priorities. They work or have children and may be single parents or have multiple jobs. They enter college needing developmental courses. Their sense of self-efficacy in their ability to succeed is low. The costs of books are a financial burden. Many first generation college students may not know how to avail themselves of the support that is available. They may feel isolated and lose their sense of community for support in a college campus setting, which would be magnified in an online learning environment. SUNY Blend addresses the issues of:

- Convenience/flexibility by blending a degree program. By reducing the time that student needs to be on campus at a specific hour, we make it more flexible and convenient for the student to address factors that correlate with low persistence. Low engagement and competing priorities.
- Success in developmental math - with cognitive tutor an adaptive learning platform.
- High Textbook Costs - with digital content/books/OCL/OER
- Student Support - Starfish - a learning analytics and early warning system that provides automated student tracking, early alerts, online appointment scheduling, and assessment. SNAPP - a tool that allows users to visualize the network of interactions resulting from discussion forum posts and replies. Used to identify disconnected (at risk) students and intervene. And to promote student self-regulated learning strategies. SmartThinking - an online tutoring. Support student success. Provide off-hour support.
- Providing social networking and support with the SLN student commons (<http://nglc.sln.suny.edu>)- an online social networking support hub for peer to peer interaction and proactive contact with learning concierges and digital age librarians to target first generation student issues proactively. Openstudy is being incorporated into the commons. As is Khan Academy, Project Noah and StudyBlue. Smarthistory, mindbloom - Scaffolding for student self-regulation and student self-efficacy. peer support. proactive intervention, communications. A quasi-experimental research design is being employed to study the efficacy of our interventions. Materials from this project will be shared and can be used or adapted under our CC licensed. <http://bit.ly/nglcsuccess> <http://bit.ly/JgLKOp> <http://bit.ly/JjzHJA> Barriers to Student Retention and Success on College Campuses , by Dr. Watson Scott Sail, in Student Success - a publication of the educational policy institute, March 2006 - retrieved May 16, 2012 <http://www.studentretention.org/20063/feature.html> IWPR analysis of 2008 National Postsecondary, Student Aid Survey, Community College Survey of Student Engagement. <http://nces.ed.gov/surveys/npsas/> U.S. Department of Education, "Descriptive Summary of 1995-96 Beginning Postsecondary Students: Six Years Later," <http://nces.ed.gov/pubs2003/2003151.pdf> Supports that make a difference, from the Student Parent Success initiative and Institute for Women's Policy Research <http://www.iwpr.org/initiatives/student-parent-success-initiative/resour...>

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Successful Outsourcing of Your Online Learning Support: Learn How Adventist University of Health Sciences Leverages Outsourced Support

Nancy Kucera (Adventist University of Health Sciences, US)

Dave Carlen (EmbanetCompass, US)

Abstract:

Although service levels are important, too often forgotten is the quality of the interaction encountered by online instructors and learners as agents work to resolve their technical issues. Hear directly from Adventist University of Health Sciences and learn how they leverage outsourced support to make their programs more successful.

Extended Abstract

Today's busy online instructors and learners need access to support services they can depend on to get the answers they need at a moment's notice. Successful help desk support services are tightly integrated with proven technology partners while also emphasizing the high-touch people skills critical to a positive online experience. More and more successful online institutions are learning how to drive completion, retention, and overall satisfaction rates through a high-tech, high-touch approach. EmbanetCompass's partners and clients have 24/7/365 access to a dedicated help desk support team that takes pride in its quality-driven services to enhance the online learning experience. While service level metrics such as response times, first call resolution, call abandonment and average speed to answer are important standard indicators, too often forgotten is the quality of the interaction encountered by online instructors and learners as agents work to resolve their technical issues. Hear directly from Adventist University of Health Sciences and learn how they leverage outsourced support to make their programs more successful.

Technical Comperacy and the 21st Century Adult Student: An Assessment and Action Plan

Annie Pezalla (Walden University, US)

Heidi Rivers Marshall (Walden University, US)

Abstract:

This presentation outlines several innovative approaches to assess students' comperacy levels and then provide customized student services to meet their needs.

Extended Abstract

Extended Abstract

Computer skills have long been associated with success among students who take courses online (Rakap, 2010). Evidence suggests that students who understand the use of computers retain at higher rates than do students who lack these skills (Blignaut & Els, 2010). Indeed, the growing awareness of computer skills' importance in higher education has led to more advocates for retention programs that specifically address students' computer literacy (Mansfield, O'Leary, & Webb, 2011). Additional research has shown that motivation and anxiety, in addition to a learner's socioeconomic status and previous exposure to technology use, have a distinct influence on computer use and skill (Vandenbroeck, Verschelden, & Boonaert, 2007). Of course, computer skills alone do not predict success in higher education. Knowing the basic skills of downloading computer software, for example, does not predetermine success. Rather, it is the transferability of those skills in multiple contexts—referred to as computer comperacy (Blignaut & Els, 2010)—that seems vitally important. Yet ascertaining the level of students' comperacy is difficult because students often lack the technological fluency to articulate their

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questions or confusions. Studies that have asked for students' self-reports on their comperacy have often found that students either under report or over report their technological abilities (Blignaut & Els, 2010). Our goal, then, was to find other ways to understand our students' comperacy levels and then to identify or create the appropriate student services so that their time and energy could be spent learning the course content, not troubleshooting a technical problem on their computers. Our initial analyses involved an assessment of our university's writing center tutor role account. Within this account, we found that approximately 10% of all questions were technology and computer skill related, which translates to more than 16 hours, or 2 business days, per month assisting students with competency skills outside of the writing center's span of control. To further our data collection efforts on students' comperacy levels, we have implemented a project with the student support services and with academic advising teams at our university to gather information on the frequency with which students contact the staff who oversee these services for assistance on anything related to technology problems (e.g., challenges with Microsoft Word, downloading or using SPSS). We have also collected usage reports from the external tutoring service with whom we have collaborated to understand which topics students need assistance on when they request a tutor. Last, we have begun collecting reports from core faculty members who teach courses that have high failure and withdrawal rates. Findings from our preliminary analyses show that student support and advising teams spend up to 30% of their day-to-day work assisting students with basic comperacy skills. Further analyses suggest that these students are often reenrolled in statistics or other math-related courses, and based on faculty reports, students spend a majority of their time developing their comperacy skills in these courses, rather than on the course material itself. These data have helped instigate a peer mentor program, where we have embedded high performing students in barrier courses to assist students in the development of their confidence with course content, navigating e-learning environments, and employing 21st century skills to succeed as a higher education student. The courses in which the mentors are embedded have been identified as having high fail and withdrawal rates, and the peer mentors provide supplemental instruction and one-on-one assistance to students with these courses and work with faculty members to evaluate course material and structure and develop resources to further aid students. These results of our broader data collection have also facilitated funding requests for a revised Student Readiness Orientation (SRO) at our university, specifically for a more focused assessment of students' comperacy skills and then a subsequent suite of customized tutorials, to address students' specific needs. These revisions will occur for a subset of students at our university in a controlled pilot study, where we will monitor retention rates and student progress in comparison to students who do not receive a revised SRO. Our efforts in this research are significant in that they represent a creative, research-based approach to (a) understand students' comperacy levels (as opposed to simply asking about their abilities, as has been the custom in past research) and (b) provide mass customized tutorials and highly trained peer mentor assistance to students, when and where they need it most. Participants attending this session will be asked to assessment their own comperacy level in a self-assessment and then discuss the challenges of data collection for support services on comperacy.

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Best Practices in Student Services and Learner Support - What Research Tells Us About Successful Implementations

John DiGennaro (Baldwin Wallace University, US)

Abstract:

Understand what research tells us about online student support services. A review of the literature surrounding student services and learner support.

Extended Abstract

The purpose of this information session is to explore literature surrounding for-profit, private, and public institutions and review successful implementations of student services and learners support and the impact on distance learning programs and students. This information session will focus on literature listing factors (practices, rules, procedures) that make online learners and programs successful. One of those factors is Strategic Enrollment Management (SEM) SEM is a practice that can be used by institutions to help drive success for their programs and students. Because of the increase in online enrollment in the US, understanding what keeps online learners in school, engaged, and successful is vitally important. The general assumption that there are factors that can contribute to online program and learners' success sets the stage for studying literature and the innovative practices to assist other institutions in helping this very important student population. Goals of the information session include: - Understand how institutions with successful distance learning programs differ in their practices, rules, or procedures for online programs - Identify how institutions use the theories, principles and methodologies established in the research to understand and even predict on-line enrollment and success - Recognize how new/innovative practices are used in context to online learning and discover who is successful and why - List which practices, as reported by institutions in recent literature, are making the most impact on online program and student success This information session will review studies focused on college completion, successful strategies in enrollment management, adult & online learners and the theoretical foundations of SEM. The review will also detail several key researchers who identified foundations for student success. There are a number of theories and core concepts related to the research seeking to understand how strategic enrollment management impacts distance learning. A number of research articles help frame the information session and validate the review as well as some assumptions concerning student services, learner support and distance learning. A comprehensive list of references and relevant research articles will be provided.

Online Student Support: Providing Quality Online Advising Services to Online Students

Marwin Britto (Lone Star College System, US)

Abstract:

Come learn how Lone Star College has implemented online advising services, including online advising chat and case management advising services, to our fully online students.

Extended Abstract

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Students are enrolling in online courses in community colleges in record numbers. At Lone Star College, online student enrollment increased by more than 20% a year for the last 3 years. However, with this increased growth come many challenges as well. Previous studies have shown that student success in online courses is significantly lower than in similar traditional face to face courses. Our goal is to increase our online student success rates to be comparable to our face to face population. One of the most critical services to provide and scale online effectively is student advising. Lone Star College - Online introduced an online student advising program in May 2011. We will provide attendees an overview of how we developed and implemented online advising chat for our fully online students and case management advising services for our fully online, first time in college students. We will provide an overview of the electronic tools we use to provide our chats and how we track all advising sessions. The session presents Lone Star College's challenges and successes in implementing and sustaining Lone Star's online student advising model.

Orientation for Online Learners at Madison College

Jennifer Lewis (Madison Area Technical College, US)

Mac Adkins (SmarterServices, US)

Carly Brady (Madison Area Technical College, US)

Abstract:

Learn about the online orientation developed by Madison College staff and faculty. The orientation was developed to better prepare students for online classes and programs.

Extended Abstract

Madison College serves approximately 40,000 students district-wide and delivers approximately 140 technical diplomas and associate degrees, however, only a handful of diplomas and degrees are offered in a fully online format. At Madison College we have a few online programs, but the faculty that have lead these programs have always struggled with helping students maneuver the college's systems and processes because the infrastructure is set-up to primarily serve traditional students. Recently administration at the college has expressed an interest in growing online programming at the college to increase access and flexibility for students and to better position our college for the changing educational landscape. Over the years, faculty and staff have encountered barriers to the development and growth of online and other nontraditional programming. The School of Online & Accelerated Learning (SOAL) was formed less than one year ago to and was charged with addressing barriers for nontraditional programming efforts. The staff in SOAL were tasked with working collaboratively with staff and faculty across the college to (1) Identify and address the needs of students and faculty (2) Grow the online and nontraditional program offerings at the college, and (3) Reconceive the systems and processes at the college to support programming efforts. Better preparing students for online classes and programs was among one of the priorities for the staff in SOAL to begin working on. Over the past few months, staff in SOAL have made some immediate changes to better serve students that included:

- Implementing standard notes on all online classes to provide students with basic information about what they can expect and what will be expected of them in an online class. SOAL contact information is included on all online class notes, therefore, online students now call (or are referred) to the staff in SOAL when they have questions about online classes or programs at the college. Staff in SOAL are specifically trained to support online, nontraditional adult learners. Most adult and online learners need convenient and flexible services. SOAL serves as a portal for nontraditional learners and staff assist students by serving as their liaison to the rest of the college. Staff at SOAL provide students with personalized, convenient services.

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- Instituting an admissions and financial aid process for online and nontraditional programs to allow students to apply directly to online and other nontraditional programs at the college. In addition, students can now apply to these programs at nontraditional times allowing more flexibility for students to start college when they are ready.
- Developing an online orientation required of all online learners if they are applying to a fully-online program or registering for an online course for the first time at Madison College. Staff in SOAL built an online orientation that provides information about what is expected of online learners and what students can expect in online classrooms at Madison College. The orientation shares information about resources available at Madison College for online learners and introductory information on how to use the college's learning management system (Blackboard®), which they will need to use in online classes. Finally, the orientation provides information about the benefits of online learning, advice from online students at Madison College, and a self-assessment to assist students with their decision-making process when they are applying to an online program or registering for an online class. Students applying to online programs or registering for their first online class at Madison College will be required to take the online orientation prior to being accepted to the program or registering for their class. The orientation is delivered through our college's learning management system (Blackboard®). The orientation uses tutorials, downloadable resource information, videos, and assessments to deliver and reinforce information. The orientation includes a required self-assessment (the SmarterMeasure © assessment). The SmarterMeasure© assessment is a self-paced assessment tool that helps students assess their readiness for online learning (it is an appropriate assessment for most non-traditional learning options). Upon completion of the assessment students immediately receive a score report that identifies their strengths and opportunities for improvement in several categories and provides resource information in areas where developmental needs were identified. The SmarterMeasure© assessment was customized for this orientation and assesses three of seven readiness categories (Individual Attributes, Life Factors, Learning Styles, Technical Competency, Technical Knowledge, Onscreen Reading Rate and Recall, and Typing Speed and Accuracy). The assessment for this orientation focuses on student readiness in three areas. The life factors area measures the students':
 - Availability of time to study,
 - Availability of a dedicated place to study,
 - Reason for continuing in their education,
 - Support resources from family, friends and employers, and
 - Perception of their academic skills.

The personal attributes section assesses students' use of:

- Procrastination,
- Time management,
- Persistence,
- Willingness to ask for help,
- Academic attributes, and
- Locus of control.

The technical competency section measures a students' skill level using the computer and internet. Students' scores on the assessment will not be a barrier for them to be accepted to a program or register for classes. However, advisors in SOAL and faculty have access to student assessment score information and there are strategies in place to reach out to students who have not successfully completed portions of the assessment, yet applied to a program or registered for a course that is online. The orientation was developed in collaboration with faculty experts and technology services, PeopleSoft

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(Student) Administration, Blackboard®, and SmarterMeasure® staff in order to ensure that the experience is valuable and seamless for students. In addition to implementing this orientation and other student preparedness measures for online and nontraditional programs and courses at the college, staff in SOAL are working with faculty on the enhanced use of a College Success Online Study Skills course meant to better prepare students for the online learning environment. We are working with faculty experts to identify target student audiences (i.e. referrals from faculty, students who failed online courses, students who scored low on the Smartermeasure® assessment) that would be appropriate to advise or require take this course before/while continuing as an online learner at Madison College.

eStudent Affairs & Support Services: Engaging & Retaining Today's Diverse Students

Kristen Betts (Armstrong Atlantic State University, US)

Keith Betts (Armstrong Atlantic State University, US)

Abstract:

Innovative and cost effective strategies to engage and retain today's diverse students: Flipped Orientation, Online First-Year Experience, Global Online Speaker Series, iHola, and more

Extended Abstract

Approximately 40% of US college students are non-traditional. In Georgia, the average age of the undergraduate student ranges from 20.9 to 30.6 years old. Part-time enrollments for regional and state universities range between 36.1% to 43.0%. With an increasingly diverse student population and shrinking budgets, it is critical to identify innovative and cost effective strategies to engage and retain today's diverse students. This session will share best practices for optimizing technology to engage students through co-curricular eStudent Affairs initiatives and support services. Presenters will introduce and showcase the development and implementation of the Flipped Orientation, Online Virtual Tea Orientation, Online First-Year Experience, Global Online Speaker Series, iHola, Online Initiative for Civic Engagement, and Online International Research Symposium. Description and Goals: The goals of the presentation include: (1) to highlight national and statewide data that illustrate shifting enrollments from traditional students to today's multigenerational students; (2) to provide the attendees with strategies for harnessing campus technologies that are currently on their campuses to seamlessly offer students services across traditional, blended, and online programs; and (3) to share best practices on how to optimize campus technologies to increase engagement from point of enrollment to graduation to active alumni engagement. Format: The format of the presentation is a lecture/case study format with two presenters. Demonstrations will be shared so attendees can see the types of initiatives that are being introduced at Armstrong Atlantic State University in Georgia. The conceptual framework will build upon student engagement and Online Human Touch (High Touch). The presentation will share how one public institution has introduced and integrated eStudent Affairs and support services across campus in less than 18 months. Outline of Program: The presentation includes three parts and will actively engage the audience. 1. Introduction with audience polling 2. PPT lecture covering current/emerging enrollment trends (national and Georgia); best practices on how to harness technology to optimize student services including video demonstrations, screen shots, case study examples, and overview of current/future initiatives at Armstrong Atlantic State University 3. Discussion of best practices, audience involvement in effective practice sharing, and opportunities for institutional collaboration for future initiatives and research.

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Preparing Online Learners for Success: Evidence-Based Lessons-Learned From an Online Orientation Program

Linda Futch (University of Central Florida, US)

Beth Nettles (University of Central Florida, US)

Abstract:

The University of Central Florida has collected data from an online student orientation that focuses on new student success while dispelling myths about learning online.

Extended Abstract

Students often enter the online environment with misconceptions about online courses, their technical skills, the level of participation required, etc. Students transitioning between K-12 to higher education often have unrealistic expectations of faculty follow up and "hand holding." In addition, freshmen advisors try to steer new students away from the online courses but are often unsuccessful. To combat these issues and improve student success, the University of Central Florida developed Knights Online, a student orientation to online learning. Knights Online is composed of

- Student testimonials to dispel online myths and provide success strategies
- Faculty course tours on what to expect in an online course
- Technical resources for online students and the course management system

We will share the stages of development, how this system is being deployed at UCF, and plans for future development.

From Students' Voices: Key Findings on Student Preferences of Online Services

Faye Lesht (University of Illinois at Urbana Champaign, US)

Adam Fein (University of Illinois at Urbana Champaign, US)

Abstract:

Student voices: Dynamic session including results of recent student surveys on support services for online graduate and undergraduate students.

Extended Abstract

Online student support services were recently ranked the number one pressing issue by higher education administrators participating in a survey conducted by the Instructional Technology Council (Chau, 2012). This topic coincides with data we recently collected. While some traditional core services (e.g., registration, library, orientations, advising, counseling, financial aid) remain important, we were interested in student perspectives' on what supports their online experience as that information can inform a new service model. Two surveys were distributed: one to graduate-level students (mainly working professionals) in online programs; the other to undergraduate (mainly residential) students in online offerings. Both groups had enrolled in at least one online course or degree program over the past 2 years administered through Online & Continuing Education at the University of Illinois at Urbana-Champaign. We were interested in identifying services that are

- (1) truly supportive of students' online educational experiences &
- (2) those deemed less relevant.

A sample of findings includes:

- Undergraduates favor taking proctored online examinations at "home".

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- Graduate students indicated that flexibility and quality were actually more important to them than affordability.
- Both groups value simplicity that might be realized through a single point-of-contact/single site for services.
- 24/7 technical support was ranked important by many respondents; at the same time respondents indicated that they attempt to solve technical problems on their own.
- Lecture notes and "traditional" readings remain of high value when reviewing for course-related assessments.
- A major theme in the data pertains to the need for responsiveness, accuracy, & accessibility at all "touch" points (e.g., academic, administrative). While these are preliminary insights/observations, future research is warranted in this area.

Highlights of the session include:

1. Report of key findings from our recent services surveys & potential implications.
2. Engaging with participants in a discussion of what's working & what's not working at their institutions in terms of serving student needs online.
3. Encourage participants to identify one service they might further explore or initiate changing to better serve online students at their respective institutions.

References:

Chau, Joanna (April 24, 2012). Distance-learning survey shows growing concern for student services. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/blogs/wiredcampus/distance-learning-survey-shows-gr...>

Wisdom At the Crossroads: Online, Distance Education Orientations for New Distance Learners

Allison Mabry (Texas Woman's University, US)

Abstract:

Some new distance learners need help getting started with their first online course. Come hear about Texas Woman's University's orientation to Distance Education.

Extended Abstract

Context Texas Woman's University (TWU) is the nation's largest publically-funded university primarily for women. Founded in 1901, TWU's main campus is in Denton with Institutes of Health Sciences in Dallas and Houston. TWU offers a comprehensive catalog of academic studies, including baccalaureate, master's, and doctoral degrees. Of the 14,700 students enrolled, approximately one-third take only online courses. The majority of these are graduate students over the age of 22. Problem Many of the students at TWU are returning to school after a long break and may not have the technical skills that recent high school graduates entering college have. These older students take online courses because they are more convenient and fit into their schedules more easily than traditional, face-to-face classes do. They may enroll in online classes even though they are not always confident in their technical skills, or their ability to adapt to the online environment. Many may not know what to expect in an online class. Approach In an effort to prepare new online students, both traditional age and non-traditional, for their first online course experience, the Office of Distance Education (DE) at TWU created an online orientation called the Guide to Online Courses. This orientation introduces new students to the university's learning management system (Blackboard), online library services, academic and student

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support services, strategies for success, ways to connect to the university, a glossary of distance education related terms and a list of university contacts for online students. Students are notified of and encouraged to view the Guide for Online Courses through an email sent each semester prior to the first week of classes. A link is also available on the DE homepage and the log-in page of Blackboard. Online faculty are also asked to link to the Guide in their online courses. The goal of having students go through this orientation is to inform them of the experience and expectations of learning online. They should come away from the orientation more knowledgeable about how online classes are organized, who they can contact for help, and how they may have a rich student experience, even if they never step foot on campus. Through the Guide for Online Courses, TWU hopes to equip these first-time distance learners with the tools to be more confident and successful in their online learning experience. Results While going through the orientation is not mandatory at this time, it is believed that many of our students do review it. This can be seen by the number of page hits to the orientation, the growth in popularity of online courses at TWU and the fact that the Office of Distance Education does not receive many student inquiries from current students who need help finding their way in the online environment. Most of our documented student interactions are from prospective students who are curious about our online degree offerings. The Guide for Online Courses appears to be doing its job. However, the Office of Distance Education will continue to ask for student feedback and add information to the Guide so that students can continue to be prepared now and in the semesters ahead. Presentation Goals Anyone who works with online students in an academic support or administrative role will benefit from this presentation. Participants will learn why and how this orientation was created at TWU, along with the different subjects that are covered. The presenter will also share student feedback and cover steps to consider for those who wish to build an orientation at their institution. The presentation outline, with web links, will be made available on the conference website. The audience will be able to participate through interactive question and answers, and contribution to the topic.

The Savvy Online Student: Setting Students Up for Success in Online Classes and Programs

Kristen Sosulski (New York University, Stern School of Business, US)

Ted Bongiovanni (New York University, US)

Abstract:

Learn methods to prepare savvy online students in your online classes and programs. Participants are provided methods, metrics, and takeaways.

Extended Abstract

Description How can faculty ensure that students are more likely to succeed in their online classes and have a more rewarding teaching experience? In this session, we will show how NYU prepares students for online classes, and then model how seasoned instructors follow up in their individual classes to support the student learning experience. Students will get more out of your online learning experience if they learn about how to learn online. Your school should offer an orientation to being an online student. It's more than learning which buttons to press. It's about students being at the center of many learning activities. Participants in this session will gain ideas for a range of online student orientation activities, from getting beyond the text-based "introduce yourself" to a model for what we call week zero, activities that immerse students in the practice of online learning before class begins.

Goals

Participants will be able to

* Create new activities to introduce their students to their online classes

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- * Help program administrators develop a model student orientation program
- * Describe methods for engaging new and seasoned online learners in orientation courses
- * Adapt the materials presented in the workshop for their own use Format
- * Demo of NYU-SCPS Online Learning Orientation
- * Model range of interaction activities, e.g.,
 - Questions and Answers from the audience
 - Live twitter feed comments & questions Materials to be made available
 - Presentation
 - Sample, adaptable lesson
 - Summary of best practices for student orientation programs based on current literature

Assessing Accessibility

Terry Watson (Penn State University, US)

Jorge Trevino (Pennsylvania State University World Campus, US)

Abstract:

Come join me for a discussion on today's two hottest topics in higher education, online learning and accessibility.

Extended Abstract

Summary This presentation/discussion is intended for faculty/staff that work directly with students and/or impacts the student academic experience. Students who identify with having a disability can account for 3-6% (Thomas, 2002) of the college population. Over time (National Center on Education Statistics, 2009) that number has increased to 11%. It is important that we begin to understand what accessibility means and how we must adapted to meet the need of our students. A common misconception amounts faculty and students alike is the notion that "online" means accessible. In my experience and in literature, this has shown not to be true. By participating in this session, you will: ∞ Have a better understanding of the history of the Americans with Disabilities Act and how it impacts online learning ∞ Be able to identify three ways to assess the level of accessibility at your institution, department, and or course ∞ Be able to organize your own "best practices" and keep it relevant, by identifying the impact of technology and environment This session outline is as follows:

Timeline

Look at Disabilities and ADA: this portion will focus on key components of the Americans with Disabilities Act and how it has progressed overtime.

Look at Online Learning: this portion will focus on students in transition and how online learning has impacted higher education

Compare the two to see where they overlap: this portion will evaluate the reciprocal effect that online learning has on students with disabilities and the services provided.

Assessing your accessibility

Why Online Learning: this portion will evaluate reasons why online learning can be attractive to individuals with disabilities.

Accessible or preferable: this portion will establish clear and unique characteristics between what is accessible and what student preference is.

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Assessing Accessibility: this portion will focus on courses, syllabi, electronic information, and video/audio as it relates to accessibility.

Techniques/Practices (Interactive)

Environment (Language, proctoring, space, etc.): this portion will examine different best practices that are used at Penn State University World Campus.

Organize your best practices: this portion will examine factors to include when constructing your best practices.

Look at technology; this portion will examine technology and how it can help.

Anecdotal Examples: Actual stories to support today's discussion.

Conclusion (Q & A)

Virtual One Stop Service Center: Serving Our Students-Virtually!

Juliette Punchello (Thomas Edison State College, US)

Robert Hoffman (Penn State University, US)

Abstract:

Using your existing tools and resources, create a Virtual One Stop Student Services Community webpage to drive applications, enrollments and graduation rates

Extended Abstract

In this presentation, we will explore how your school can create a virtual community of support through a Virtual One-Stop Student Service model. Attendees of this engaging and interactive presentation will gain valuable operational knowledge of the creation of a Virtual One-Stop Student Service Center. Topics will include: gaining faculty and administrative input, designing an appealing and easy to navigate page, using analytics to monitor areas for improvement and accordingly implement enhancements, and adding a customer service survey for immediate feedback on programs. The goal of our Virtual One Stop Student Service Center is to make it easy for the student to do business with our college, so that they can focus on their academic journey.

An Online University's IRB - Providing Student-Focused Support

Sarah Belcarz (Kaplan University, US)

Abstract:

A discussion of an online University's Institutional Review Board, with an eye to providing student support in light of regulatory requirements

Extended Abstract

When an institution is engaged in research, it has an obligation to uphold the ethical standards for protecting any human subjects involved. Typically, institutions accomplish this with an Institutional Review Board (IRB), a regulatory body charged with safeguarding the rights and welfare of human subjects who participate in research. To fulfill this charge, Kaplan University (KU) operates and maintains its own IRB. The KU IRB protects the rights and welfare of human subjects, and it does so in the virtual context of an online University. In this presentation, you will learn about some of the resources that the KU IRB has developed to provide service and support to virtual students through outreach, education and guidance, while upholding essential regulatory requirements. The IRB office must continually evaluate and revisit many aspects of its process and procedures, but one question that continues to

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arise is, "How do we provide the best support and services to virtual students, who need to move through the IRB review process in a very short amount of time (because of time-to-degree considerations), while adhering to regulatory requirements and ensuring the highest ethical standards?" To address this question, the KU IRB takes a proactive approach to managing the IRB review process. IRB office staff members provide proposal-specific support to student investigators to help ensure as smooth a review process as possible. The IRB office achieves this by promoting and encouraging:

- Outreach** - The IRB office staff works with schools to maintain regularly updated information about programs and courses from which it can anticipate student submissions. To manage this information, the IRB office staff created a "Course Tracking Matrix," containing information that helps keep a finger on the pulse of what schools are working on, from a programmatic standpoint, that may result in additional submissions to the IRB and/or a need for more detailed educational outreach. These updates also help ensure that the office staff can efficiently and correctly address and route any student inquiries it may receive. In addition, the IRB office works closely with course developers to help ensure that, where needed, developers have access to the most up-to-date, IRB-related information to include in their courses. The IRB office has also conducted reviews of specific courses to help ensure that students are provided with IRB-related information early on in their programs. This helps to ensure a smooth and successful review process down the road.
- Education** - By building relationships and establishing connections throughout the University, the IRB office is better able to provide access to and promote awareness of its educational resources. One key component in this informational body is the "KU IRB Training Series." This training series is an interactive, self-paced, multi-media resource designed to help student investigators "walk through" the IRB process. Because every institution may conduct its reviews differently, even seasoned researchers have reported that they find this training series helpful. Over the years, the IRB office staff members have also created a large repository of resources, templates, tip sheets and supplemental documents for student investigators, to provide information and serve as additional guidance throughout the IRB process. The key is that the resources exist as a way to help students empower themselves, and to learn about the IRB process and procedures on a "self-serve" basis.
- Guidance** - While the IRB office provides educational materials to help support student investigators in preparing their materials, IRB office staff also provide guidance throughout the review process. First, the IRB office staff provides proposal-specific support for students as early on as possible (i.e., as soon as they have contacted the IRB office about an upcoming submission), to communicate key information about the IRB process, procedures and expectations. Whenever possible, the IRB office provides this information over the phone first, and follows up with an email containing any needed documentation. The clarity of a phone call helps to ensure that student investigators are able to ask questions and anticipate (to the extent possible) what will be required for their specific project, early on. Once the student submits his/her proposal, an IRB office staff member conducts a thorough pre-review to help ensure, as much as possible, that the reviewers will have enough information to make a determination on the proposal. This attention to providing thorough guidance is carried through into the review itself, wherein a staff member works with IRB members to document any feedback and/or requests for modifications from their review in such a way that the student will have a clear understanding of the exact information he/she must provide to move the project forward. In terms of results, the feedback from student investigators is very positive, and they frequently report that the review process (which often has a general reputation for being intimidating and/or elusive) was demystified through the assistance of the IRB office staff and was, ultimately, very achievable. The KU IRB office also recognizes, however, that providing personalized, proposal-specific support may present long-term challenges from a sustainability standpoint as the institution continues to grow. With this challenge in mind, the IRB office continues to proactively develop "self-serve" resources that will empower students to prepare themselves for the IRB process. The main goal of this presentation is to provide insight into the ways that Kaplan University IRB staff members serve online students through

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outreach, education and guidance. As an outcome, participants will learn how these concepts can be successfully implemented in the online context. This session will benefit IRB members and administrators, institutional staff who work with IRBs, and/or administrators at online schools who may have an operational hand in developing / maintaining their institutions' IRBs. Audience members attending this presentation will be encouraged to participate and be engaged by several polls and interactive question-and-answer opportunities (regarding their familiarity with what the IRB is, what it does, and past experiences) throughout.

Cradle to Career; the Life Cycle of a MAT@USC Student

Erika Klein (University of Southern California, US)

Heather Dexter (2Tor, US)

Abstract:

An overview of establishing dynamic and cohesive partnerships between traditional universities and learning management system providers. Presenters will explore practices developed between MAT@USC and 2tor.

Extended Abstract

In 2009, the Rossier School of Education partnered with 2tor to bring their traditional, campus based Master of Arts in Teaching program to the online space. In those three years, Rossier has gone from enrolling less than 150 students per year (between the MAT and the MAT-TESOL tracks) to having a current student enrollment of over 1300 students, and has graduated almost 900 students online. In addition, the MAT and MAT-TESOL programs have expanded into 43 states, and 39 countries. All too often, the concept of "outsourcing student services" carries negative connotations, implying an impersonal third party that only cares about the numbers, not the students. The partnership between the Rossier School of Education's award winning MAT@USC and 2tor has redefined and challenged those assumptions. Over the last three years, Rossier and 2tor have built an effective and collaborative partnership which provides holistic and comprehensive student support in the online environment. "Encompassing admissions, field placements, student and technical support, and academic advising, each online student is backed by a comprehensive team of highly trained staff located around the world." In this presentation, we will highlight the use of technology in on-boarding online students and how we use the learning management system to work closely with and effectively support students who are experiencing academic and personal difficulties. We will also discuss best practices in supporting a diverse student population who are based domestically and internationally, and come from disparate learning and cultural backgrounds. We will also present how Rossier and 2tor have also partnered with other stakeholders on the USC campus to further support our online students with exactly the same level of service as if they were on-ground. The ability to effectively support online learners requires development of standards of communication not only between student services and the individual students, but also among the university stakeholders and the partner company. The growing field of online education has also prompted a need to find staff (both for the university and the partner company) who are able to advise and function in the online space. We will review dispositions and capabilities that we have identified which allow staff to successfully function in a space which requires them to be technologically savvy, empathetic and analytical all at the same time. We will discuss the development and utilization of standardized coding, cloud technology, and software as a service to develop and maintain secure and FERPA compliant student files from admission through graduation and credentialing. Through the presentation of select case studies, we will ask the audience to consider possible best practices that would be used in these individual cases. After small group discussions, the audience will be asked to share out any ideas they developed in their small groups. As a whole, the

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audience will discuss those ideas and we will share how they align with the actual actions undertaken by Rossier and 2tor.

Making the Move: Supporting Students Through an LMS Transition

Peter Testori (Bay Path College, US)

Amber Vaill (Bay Path College, US)

Abstract:

Trends in higher education indicate an increased exploration of learning management system options. Student support challenges presented by an LMS transition will be explored.

Extended Abstract

Recent events in the learning management system (LMS) industry have reminded academic institutions that they have an opportunity to re-evaluate their current LMS. Many institutions are currently considering a transition to a new system. "Making the move" presents a unique set of challenges for all stakeholders. Technology departments, for example, are faced with ensuring the system integrates with other systems used on campus such as the student information system and originality detection systems. Online learning support staff are also faced with a number of challenges such as gaining "buy in" from the community and developing ways to prepare students and faculty to successfully use the new system. When embarking upon the process of researching and transitioning to a new LMS, it is essential keep student needs at the forefront of the conversation. In this session, we will share our experiences and lessons learned through our support of students during our recent transition. This discussion is aimed at encouraging attendees to share their experiences and to provide perspective to others who may be about to go through the same process at their own institutions. As an institution begins to explore an LMS transition, student needs must be considered from the onset. When Bay Path College began planning to transition from their previous LMS, the online learning office created a "short list" of attractive systems and scheduled vendor demonstrations. A committee was formed and invited to participate in these demonstrations as well as offer feedback. Including students in this process assisted us in gaining valuable information about what students were looking for in a contemporary LMS. Timely communication is another important factor in preparing students for the transition. The transition timeline should allow for dissemination of information about the upcoming process so that all users, especially students, are well-prepared. Relevant information must be provided before, during and after the transition to make sure that everyone is informed. We strategically scheduled our transition so that we had a one-year overlap during which both our old and new systems were functional. Student groups were transitioned in stages which enabled us to provide focused and in-depth support to each group during their first session using the new system. We chose to transition our graduate and continuing education population first, while our traditional student population continued to use our old system for an additional semester. Before each group of students began using the new system, we offered lunch-time information sessions, sent out email blasts, included information in our department newsletter to students, held webinars, and sent online learning staff to face to face classrooms to provide information and demonstrations of the new system. Students were provided with information about what to expect and when to expect it. Our goal in doing so was to make sure all students knew when the change would occur and how they might plan for it. Once students are aware of an upcoming LMS transition, it is essential to provide them with resources so that they can prepare to use the new system to its fullest capacity. Our online learning staff, soon after obtaining access to our new system, retooled our required student orientation course for online learners, built an online self-help tutorial for student users, and scheduled webinars to demonstrate the new system to students. We also developed similar resources for faculty. By preparing the faculty to use the system, we helped to ensure that

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students would have a better transition experience, as well. In addition to resources that students can use to prepare themselves for using a new LMS, it is also important to provide them with a place to go to ask questions and get assistance with using the new system. Our online learning support staff includes an Online Student Support Coordinator who provides a wealth of support services to students, including acting as facilitator of our online orientation course, providing LMS-related technical assistance to students, assisting those who are struggling with online learning, and monitoring students as they transition from the orientation to their online courses. This individual played a key role in assisting our students through the transition by providing real-time, ongoing support to students who experienced difficulty with the system or who were interested in learning how to use the new system to their advantage. The support staff of the LMS provider also plays a critical role in ensuring a smooth transition. Our online learning team held weekly phone calls with the implementation manager to ensure that our staff understood all the details of the system, from both the technical and instructional standpoints. These weekly calls have continued with our account manager to make sure we stay on top of system updates and to make sure our support needs are being addressed in a timely manner. Maintaining a good working relationship with the LMS company can help keep the institution's online learning support team informed, which allows them to provide the best support possible to students. Challenges during our transition were encountered at almost every turn. Although the transition went well, in hindsight there are things we could have handled differently to "soften the blow". Throughout our presentation, we'll share the challenges and the successes of our transition in an effort to assist other institutions as they prepare for their own LMS transitions. Attendees who have undergone a similar transition will be encouraged to share their experiences, as well. Transitioning to a new learning management system provides many challenges for those involved. Communication, support and collaboration are key to providing the smoothest experience possible for our students.

Preparing Students for Online Learning Using Scaffolding Activities in First Week

Tianhong Shi (Purdue University, West Lafayette, US)

Abstract:

This quantitative study tests the effectiveness of a intervention program aimed at preparing students for online learning with a pretest and post-test.

Extended Abstract

Literature reveals that online students lack online readiness and study skills necessary for success in online learning such as time management skill. Interviews with experienced online instructors indicate that one of their major concern for students in online courses is that many students have misconceptions of what online learning is. An intervention is designed to change students' perception of online learning at a mid-western higher education institution, through scaffolding online learning activities such as completing a quiz, submitting an assignment, and posting onto discussion board. A pretest and post-test of the online learning perception quiz will be conducted and results will be analyzed and recommendations and future research directions will be suggested. The goal of this presentation is to share an effective intervention method for preparing students for online learning. The presentation has three main parts: Part 1 -- Background of study; problem statement, literature review findings; Part 2 -- intervention Part 3 -- results of intervention and how it can be applied in other online courses. The presentation will end with question and answer time. The presentation will use interactive questions and demonstration of features of intervention method. Handouts with findings of effective methods of preparing students for online learning will be given during the presentation.

Serving Up Online Library Instructional Videos: A Winning Recipe for Collaboration

Kristin Bittner (The Pennsylvania State University, US)

Abstract:

Learn to apply a collaborative approach to creating online library tutorials used at a major research university between an instructional designer, producer, and a librarian.

Extended Abstract

Session Objectives/Outcomes: As a result of this session, attendees will be able to: - Consider the use of online library instructional videos at their own institution - Evaluate opportunities for partnership and collaboration across their institution - Identify appropriate tools for creating instructional videos - Identify and apply best practices for creating relevant instructional videos After this session, participants will be better able to approach the creation of engaging online library video tutorials for students at a distance. **Description of activity, project, or solution:** This presentation will share a collaborative experience for creating online instructional videos for using library resources. The academic librarian has expertise in navigating and teaching about the vast collection of research resources available to students. The instructional designer has expertise in adult learning theory and online instructional strategies. The faculty member can articulate the needs of the students in his/her courses. A media producer has expertise in coordinating and producing top quality videos. Bringing these resources together from various departments across the university to work collaboratively allowed us to develop relevant online instructional videos to serve students at a distance. Libraries across the globe are busy creating learning objects. However, generic learning objects may lack relevance to students and be underutilized. We felt that collaborating with faculty members and chunking information into quickly digestible, just-in-time resources may be a more effective way to present information to our students. We started by surveying the literature, which we will share with session participants. What best practices have already been established? What are other university libraries providing? What do our students need? Where are the gaps? We then held a brainstorming session where we asked each member of the team to bring examples of videos, tutorials, websites, etc. that we analyzed as a group. This was an extremely valuable learning experience. We applied the parameters of the best practices we learned during our literature review to the examples each team member brought to the session. It not only taught us to apply the best practices, but we also gained insight into each team member's unique perspective on the learning effectiveness of each example. This collaboration enabled us to create a process for producing online library learning tutorials that we will share with participants. The process includes the following steps: Identify the objective of the tutorial Script the steps Practice recording the steps using screen capture software Review recording and enhance if needed Trim to 1-minute or less Publish and share These steps combined with the collaborative team approach resulted in a winning recipe for creating online library tutorials. We will share links to free tools that can be used to create tutorials, as well as our review of more production-grade applications. We will also share student feedback and future plans for this initiative. **Impact/Relevance to other institutions:** All students are online, not just online students. Therefore, the creation of these online instructional videos will serve all students at the university, not just students at a distance. Also, other institutions can implement similar collaborative approaches that draw on the expertise tucked in various departments. **Plan for Session Interaction:** The session will engage the audience by: - Encouraging them to fill out a provided worksheet that would put the process in the context of their institution. - Encouraging audience questions at several points throughout the presentation - Interactive handouts and web resources made available during and after the session.

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Hybrid Online Tutoring

Gianni Lecciso (Brainfuse, Inc., US)

Emily OConnor (Rasmussen College, US)

Abstract:

A discussion on how Brainfuse and Rasmussen College successfully created, using the Brainfuse Platform, a hybrid online tutoring program.

Extended Abstract

As increasing numbers of students engage in learning on fully virtual and blended platforms, academic support services must meet students at point of need in those modalities while providing (when possible) tutoring and support services customized to an institution's culture. Brainfuse and Rasmussen College partnered in early 2011 to offer a hybrid online tutoring service for students in residential, blended, and online courses. Tutoring services are staffed by Rasmussen College student tutors and faculty as well as Brainfuse professional tutors to maximize subject availability. In this session, workshop participants will learn about the features of the Brainfuse platform and potential solutions for offering campus-provided tutoring through its platform.

The Intersection of Curriculum Development, Course Design and Student Service

David Caso (Empire State College, US)

Ellen Marie Murphy (Empire State College, US)

Abstract:

Faculty, instructional design and student services can collaborate to close the feedback loop to resolve course design issues and ensure better student and faculty experience.

Extended Abstract

Upon review of student grievances against instructors, a theme which surfaced was student satisfaction with elements of course design. This was realized when students complained about multiple instructors who taught different sections of the same course. Although initially difficult to decipher as a course design complaint, through careful analysis of the complaint, we learned the issues raised were not about the instructional competence, instead about design. We learned to carefully tease out the presented issues. In consultation with faculty were able to discover issues of course load and delivery for the course in question and work collaboratively to fix this. Implications with regards to workload and received credit will be discussed.

The Right Student: From Ideal Prospect to Successful Graduate

Kristine Creely (ESM, US)

Abstract:

From the first connection with a prospective online student, learn how to predict the likelihood of that student successfully moving through the student lifecycle.

Extended Abstract

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It is more important than ever to make certain that the online students you enroll in your programs are able to graduate and repay their loans. Making sure your program is a fit for the student is as important as making sure you have the ideal type of student enrolled in your program - a student who has the propensity to stay in school, graduate, secure a job and pay off student loans. From the initial interaction with a prospective online student, what traits, behaviors, demographics and historical information can help you better predict whether or not that student will be successful? Join ESM to learn the strategies and tactics you can put into place to better focus in on that ideal online student. Attendees will gain insight on the various characteristics (including behaviors, demographics and historical information) to look for when weeding out unqualified prospects, prioritizing those with the greatest potential, and determining which ones would make ideal students. Additionally, attendees will learn how to implement the processes, leverage technology and analyze data to better assess an online student's propensity to transition from prospect to productive employee in the workforce. Specifically, schools will gain insight into the ways in which they can identify, market to and engage students as they move through the student lifecycle.

Session attendees will have the opportunity to discuss the objective and subjective considerations that can help them better predict whether or not a student will be successful. They will learn how to:

- Pinpoint student traits and risk factors that will help predict the likelihood of student success
- Understand why students have been successful in the past and use that data to build the right student model
- Continually test a student's information against the model student, and use that information to drive marketing and recruitment efforts

This session is based on Murray Smith's previous presentations at APSCU, ABHES and NAGAP, as well as his corresponding eBook, "The Right Student: From Ideal Prospect to Successful Graduate."

360° Student Services: Engaging the Online Student From Prospect to Degree

Christina Amato (Sinclair Community College, US)

Elizabeth Burns (Sinclair Community College, US)

Abstract:

In an era of increased expectations and diminished resources, how do colleges build sustainable, scalable online student services? Join us and explore the answer!

Extended Abstract

Context In an era where students increasingly expect their needs to be met without ever stepping foot on a campus, college staff are under increasing pressure to provide instantaneous assistance and access, across a broad realm of college services. This dilemma has left higher education administrators with a difficult charge: engage students more than ever before, with diminishing resources. Sinclair Community College and its online division, SinclairOnline, faced a similar quandary in 2009: in the span of five years, the online student population at the college tripled, during a period of simultaneous economic decline at the local and state level. This created a number of challenges for SinclairOnline staff. With antiquated, labor-intensive processes that favored a face-to-face interaction model, large numbers of online students were left "in the cold," to navigate the college remotely, or fall through the cracks entirely. In 2009, SinclairOnline found itself at a critical juncture: with over 6,000 students online at Sinclair, the existing service model for those students would irrevocably fracture without systemic changes in online student services. Problem Approach Research was initiated to better capture shared characteristics of online learners at Sinclair, and subsequently, to group those students by need level. It quickly became

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apparent that prioritization of these groups would be necessary: with over 6,000 students in online courses, a small staff with few additional resources would require scalable services, and prioritization of student need. What resulted was a "tiered" system of students, with students at highest risk for non-success placed into the "Tier One" category, where they would be targeted with proactive outreach services. Students not meeting higher risk factors for non-success were placed into subsequent tiers, depending on online enrollment status and access to campus services, where more self-paced, less staff intensive resources would be created and provided. Upon development of the tiered student system, a series of action steps was initiated to begin pairing student tiers with specific services. To provide customized services and increased attention, Tier One high-risk students were targeted for entry into a student case management system. Student Success Plan, known as "SSP," was created internally by Sinclair's Web Systems team, and was a 2011 winner of a Bill and Melinda Gates Foundation grant for open-source to the higher education community. SSP pairs students with "academic coaches" from admission through successful completion of degree. During that time, student and coach work together intensively to goal set, address personal and academic challenges, and create a long-term academic plan. SSP allows the coach to keep detailed records of meetings and interactions, and also create action plans that can be emailed to students. Reports are also generated showing coaches when students have not completed necessary pre-requisites or are at risk of academic probation, so proactive discussion and planning can be initiated. Students in Tier One were also offered the opportunity to create a "MAP," or My Academic Plan, with their coach, using a degree planning software tool known as MapMaker. Also created by Sinclair's Web Systems team, MapMaker allows academic coaches to create prescriptive degree templates, mapping a semester-by-semester course planning guide for the student. To address the needs of the remaining online student populations in Tier Two and Tier Three, SinclairOnline staff developed a set of self-directed and self-paced tools that students could access anytime, anywhere. "Navigating Sinclair Online" was created internally by SinclairOnline staff as a landing place for all prospective and new online students, a virtual campus where new students could acclimate to life as an online student, and also prepare for studies at the college. Virtual, downloadable "getting started" checklists are available to students, and interactive avatars guide them through each enrollment step. For new students at the point of registration in online courses, a free mini-course was developed to better acclimate the student to the online environment. "How to Succeed in an Online Course" was a collaborative effort by various departments of SinclairOnline, and was designed to introduce students to the course platform and the structure and layout of online courses. For the first time, students were able to view an exact replica of a course shell at Sinclair, and learn how to view a syllabus in their course, submit an assignment, correspond with other students and faculty, and take quizzes and assessments in the online environment. This resource was developed to benefit all students and increase preparedness, regardless of tier. Any student who has been accepted to the college may log-in to my.sinclair, the college's student portal, and register for the mini-course for free. In November 2011, the college made "How to Succeed in an Online Course" a mandatory pre-requisite for any student wishing to enroll in an online course. Results Since undergoing systemic changes in the structure of online student support services, SinclairOnline has seen positive early results. Over 4,500 students successfully completed "How to Succeed in an Online Course" since November 2011, and went on to take online courses at Sinclair. In the first quarter pilot of case management of Tier One students in 2011, 88% were successfully retained at the college. The pilot case management project and subsequent online resources created for students also earned SinclairOnline the Instructional Technology Council's "Outstanding Student Services" award in 2012. Planning is currently underway for case management of new populations in 2012 and 2013.

Presentation Approach This presentation is designed to involve professionals at any level of an organization in an interactive, engaging discussion about holistic online student services. An overview of SinclairOnline's evolution to a student-centric service model will be shared, but the primary focus of this presentation is to stimulate creative discussion about adaptation of SinclairOnline's student services

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model to participants' home institutions. There will be small group breakouts with brainstorming questions and handouts to guide discussion. There will be hands-on demonstration of all software tools described above, with additional tablets provided for participants to personally test the tools. Slides, information on open-source of SSP, updated assessment data, and additional handouts will also be provided.

An Online Mentoring Program for Graduate Students - Challenges and Impact

Rana Khan (UMUC, US)

Arhonda Gogos (UMUC, External Evaluator, US)

Abstract:

This research looks at the challenges and impact of a professional mentoring program on the careers and goals of students in an online master's program.

Extended Abstract

Summary of Presentation The Professional Science Master's Biotechnology program at the University of Maryland University College (UMUC) implemented a novel online mentoring program that pairs masters' students with mentors from the biotechnology industry. The overarching goal of this professional mentoring program is to enhance the learning experiences and marketability of our diverse student population through direct contact with industry professionals, and exposure to current processes and advances of the biotechnology industry. In this model, each mentee is paired with a volunteer mentor, who is a biotechnology professional from the industry, government or academia. The mentor assists the student in exploring realistic career goals, and in developing an awareness of workforce needs, and skills for a successful career. The following key features set this model apart from other mentoring programs:

- It is offered at the graduate level and is embedded in the degree program.
- It provides a Mentor Assistant for each pair of mentor-mentee, to facilitate their interaction.
- It utilizes Web-based technologies to enable flexibility in participation and management of resources.
- It is potentially sustainable through the participation of program graduates as mentors.

As an added advantage, this mentoring program advances the university's relationship with the biotechnology industry, and provides an opportunity for the industry to shape future employees. This presentation is of benefit to students, faculty, academic program administrators, and institutional administrators who are responsible for student services, such as admission, advising, and course management services.

Research and Methodology The mentoring model and platform was designed and developed from an open-source learning management system. The platform (<http://psmentoring.umuc.edu>) was customized to have two areas. The public area provides information on the mentoring program and the private area, which requires login, includes (a) classrooms for each mentor-student pair, where they are able to chat, send emails, share documents, or have audio/video conferencing with each other; (b) common areas for all participants where they can share experiences and tips; and (c) an online component for data collection (end-of-semester questionnaires). Graduate students within the first 18 credits of the Biotechnology program are invited to apply to the mentoring program every fall and spring semester. Mentors are recruited through personal contacts, social media or professional organizations. Students are paired with mentors based primarily on shared interests, including specialization, and secondarily on common location. Each pair is assigned a Mentor Assistant whose role is to facilitate the interaction and support their efforts in sustaining a productive relationship. Results The mentoring program was launched in fall 2009 with 19 pairs of mentors-mentees and grew to 46 pairs in fall 2011. At the end of the fall 2011 semester a total of 9 students had graduated. The current retention rate in the program is 80%. Mentees who continue in the program were found to have completed more courses than those who dropped out after a semester. On a scale of 1-5 both mentors and mentees have rated the program

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highly at the end of each semester, although mentee ratings are higher than the mentors. The participants completed more classes and had significantly higher GPA by the end of Fall 2011 than the comparison group of non-participants. Also, more mentees graduated and in less overall time than the comparison group of non-participants. Conclusions Through the five semesters since its implementation, the program grew to more than double its original size and the student retention has increased to 80% during the last year. Student retention appears to be correlated to the number of semesters that a student had spent in the program. The longer they have been in the program more likely they are to stay. Results indicate a possible positive effect of student participation in the mentoring program on their academic performance. Discussion/Interpretation The program's potential impact on students' job prospects is still to be determined, however, current data indicate that the mentees may be completing their courses and their degree in less time than their non-participating counterparts, and that the majority of them are satisfied with their mentors' assistance in defining and pursuing their short term and long term goals. The impact of the mentoring program on students' academic performance will continue to be examined.

The Excelsior College Online Writing Lab - Engaging & Supporting Students in Writing Endeavors

David Seelow (Excelsior College, US)

Michelle Healy (Excelsior College, US)

Abstract:

Explore a creative approach to engage, support, and retain adult learners in an interactive online environment that serves the needs of struggling writers.

Extended Abstract

The Excelsior College Online Writing Lab (EC OWL) provides writing and research support services to adult learners, community college students, and struggling writers. The EC OWL is designed to improve student persistence and retention through interactive writing modules available 24/7 in a self-paced environment. Initial planning for EC OWL began in spring 2007. A systematic assessment of English Composition disclosed an unacceptable high dropout rate. Approximately 15% of students either failed the course or failed to complete the course on time. Devolving an online writing lab as a student support system became one major tool in addressing student writing needs. Early steps included a comprehensive survey of all School of Liberal Arts faculty members and a survey of existing online writing labs and centers conducted by our grants office and research intern. Our survey disclosed those areas of writing that our students most needed help in. These areas included elements of grammar, general research skills, essay organization and development. Based upon this information, a series of subject matter experts (SMEs) in composition were hired and each acted as an adjunct faculty member and developed curriculum in the identified areas of need. The survey findings disclosed that most existing writing centers were features of four year colleges or major university centers. The writing centers were primarily text based and resembled a print based lab transferred to an online environment. Consequently, our challenge was to turn the text based environment of a traditional OWL into a truly web based environment that featured interactive design and easy user navigation. Achieving this user friendly environment required collaboration between the School of Liberal Arts and the Office of Online Education and Learning Services (OELS). Curriculum developed by SMEs was delivered to an expert instructional design team who shaped the content into a web friendly environment that transcends the text based approach of traditional OWLSs. After developing the core of the EC OWL, the program director wanted to also target the college's large number of English Language Learner's. He

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applied and obtained a \$589,000 Funds for the Improvement of Post Secondary Education grant (FIPSE) from the U.S. Department of Education. This grant allowed for the hire of English as a Second Language (ESL) Project Director to build an ESL-WOW (Writing Online Workshop). ESL-WOW is an online multimedia program designed to guide non-native speakers of English through each stage of the pre-writing, while-writing, and post-writing processes. ESL-WOW will be available to all individuals and educational institutions free of charge by the end of 2012. Presently, three rooms of the OWL and the Avoiding Plagiarism Tutorial are fully operational. The next step in development of the OWL will be incorporating gaming mechanics and simulations into the tool. Our initial plan calls for a Research Quest Game to teach students basic college writing and research skills. In preparation for this event, Excelsior College is holding a symposium on May 11th: Meeting Students Where They Play: Exploring the Use of Video Games to Teach College Writing and Research. Our 30-minute information session will demonstrate how the EC OWL was developed and designed to engage, support, and retain adult learners and community college students in an online environment. We will describe the background, design and operation of a highly interactive media rich online writing lab designed to serve the needs of struggling writers. We will showcase the different interactive components of the writing lab including interactive quizzes and activities, informational video clips, and additional multimedia based elements. The presentation features a live demonstration of the online writing lab's components consisting including the Research Corridor, Essay Zone, Grammar Essentials, and the Writer's Studio, as well as the ESL-Writing Online Workshop which includes Avoiding Plagiarism.

Recruit, Advise, Orient, and Retain: Best Practices for Online Students

Amanda Hawkins (Columbus State University, US)

Elizabeth Frander (Columbus State University, US)

Christine Schwarting (Columbus State University, US)

Sally Richter (Columbus State University, US)

Abstract:

Learn the best strategies for online recruitment and maintaining a high retention rate.

Strategies and Interventions for Increasing Student Persistence in Community College Courses

Pamela Culbertson (Central New York Regional Information Center, US)

Peter Shea (University at Albany, US)

Abstract:

Do blended learning and technology-based academic supports help increase community college student persistence? Discover factors we identified through our research that increase community college persistence.

Extended Abstract

Recent research indicates that student attrition in higher education continues to represent a challenge. For example Goldrick-Rabb reported that after 6 years only 16% of first time community college students complete a credential of any kind (Goldrick-Rabb, 2009). Clearly a need exists to reduce student attrition at community colleges so students will have the opportunity for greater career and personal success. Students exit community college programs prior to completion for diverse reasons, including competing priorities, time constraints, monetary concerns, and need for additional academic

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and social support. In order to further understand and begin to address these barriers, we conducted a mixed methodology study with a variety of interventions designed to assist community college students. The study employed a quasi-experimental design and the experimental group had access to blended learning courses and a variety of additional technology supports meant to reduce barriers associated with time, finances, and academic difficulties. All participants are from two New York State community colleges. The technology supports included: the Starfish system to monitor student activity, the Social Network software SNAPP to review student interactions visually, the tutoring system Smarthinking, and a social networking commons. Some financial pressures associated with the costs of textbooks were ameliorated with low cost or free digital textbooks and e-content. A mixed method approach was used to gather data. Students were surveyed at the beginning of the term and at the end of the term, and students and instructors were also interviewed. We also gathered quantitative data on use of the various technology interventions. Data analysis will compare students in the experimental condition receiving the interventions with students who studied in traditional ways without these added supports. Our goal was to identify factors that increase community college persistence. Our research methods are allowing us to learn more in-depth how the instructors and students use the interventions and how these are impacting the outcomes. The work is in progress, but we will have results for surveys and interviews in October. This research project is supported in part by a Next Generation Learning Challenge (NGLC) grant, funded in part from the Bill and Melinda Gates foundation.

An Online Orientation for Adult Learners: How Was It Developed, What Do They Need?

Richard Brungard (Penn State World Campus, US)

Abstract:

Learn how Penn State developed a new online orientation program that addresses the support needs of adult distance learners.

Extended Abstract

Recent research indicates that student attrition in higher education continues to represent a challenge. For example Goldrick-Rabb reported that after 6 years only 16% of first time community college students complete a credential of any kind (Goldrick-Rabb, 2009). Clearly a need exists to reduce student attrition at community colleges so students will have the opportunity for greater career and personal success. Students exit community college programs prior to completion for diverse reasons, including competing priorities, time constraints, monetary concerns, and need for additional academic and social support. In order to further understand and begin to address these barriers, we conducted a mixed methodology study with a variety of interventions designed to assist community college students. The study employed a quasi-experimental design and the experimental group had access to blended learning courses and a variety of additional technology supports meant to reduce barriers associated with time, finances, and academic difficulties. All participants are from two New York State community colleges. The technology supports included: the Starfish system to monitor student activity, the Social Network software SNAPP to review student interactions visually, the tutoring system Smarthinking, and a social networking commons. Some financial pressures associated with the costs of textbooks were ameliorated with low cost or free digital textbooks and e-content. A mixed method approach was used to gather data. Students were surveyed at the beginning of the term and at the end of the term, and students and instructors were also interviewed. We also gathered quantitative data on use of the various technology interventions. Data analysis will compare students in the experimental condition receiving the interventions with students who studied in traditional ways without these added supports. Our goal was to identify factors that increase community college persistence. Our research methods are

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Universal Design for Educational Technology: Making the learning environment accessible and usable by all students

Kelly Hermann (Empire State College SUNY, US)

Lisa Rapple (Empire State College SUNY, US)

Abstract:

The principles of universal design increase the usability of a designed environment, built and virtual. We will explain the principles & demonstrate how to apply them in your online course. With the recent attention to technological accessibility, this is a can't miss session for all faculty/staff!

Extended Abstract

Universal design was developed in the 80s by architect Ron Mace to increase the usability of built environments so that regardless of their ability, disability, age, or experience, an individual could use the space. Universal Design is now everywhere we look, both within and outside of the buildings we work in, live in and socialize in. Things like curb cuts and levered door handles are the hallmarks of universal design and have changed the way we interact with our environment. They are elements intended to make the space more accessible for those individuals with disabilities yet they are also widely utilized by those without disabilities to make navigating through our built environment easier and more efficient.

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The virtual learning environment is also a built environment that would benefit from the principles of universal design. The principles include:

- Equitable Use
- Flexibility in Use
- Simple & Intuitive Use
- Perceptible Information
- Tolerance for Error
- Low Physical Effort
- Size & Space for Approach & Use

These principles allow a user to maximize his or her environment to use the space efficiently and adequately. While the principles offer users with disabilities the basic accessibility he or she needs, the universally designed environment also offers benefits to those without disabilities. After all, how many non-wheelchair users have you seen utilizing a curb cut in the sidewalk at the airport? In our virtual learning environments, including elements of universal design, such as captioning all video clips included in an online course despite a low incidence of students with hearing impairments, offers greater usability to the student who is viewing the video at 11:00 pm while her family sleeps.

This workshop will provide participants with a general overview of the seven principles of universal design as well as examples of effective implementation. The audience will leave the session with several handouts related to the use of universal design that they may take with them and use in their daily practice. The workshop will also be collaborative and active. Participants will be engaged in small group work throughout the workshop, developing strategies and tips for using many popular tools in an universally designed way within their own online course activities. Using tools such as twitter, diigo, voice thread, among others, as an example, participants will be asked to discuss what the tool is used for and how it could aid or hinder the usability and/or accessibility of the course.

Agenda for the workshop:

1. Introduce the principles of universal design;
2. The legal climate – why accessibility matters;
3. A tale of two courses – case study examples with two faculty members with very different philosophies regarding course design and integration of technology; open discussion with examples from the audience of courses they have worked on;
4. Cool tools – are they universally designed;
5. Small group work – how can we utilize technology to make a course more universally designed?
6. Wrap up

Participants will be actively engaged with real, relevant examples from the work of the presenters. Participants will be encouraged to share examples from their own work, both examples that are universally designed and those that are not. These will form the basis for large and small group discussion. A wiki site for the workshop will be developed to share materials and continue the collaborative work of the group after the conference.

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Workshop Context:

The US Department of Education (DOE) has released two significant documents related to the use of emerging technology in all educational settings, including K-12 and postsecondary schools. In June 2010, the DOE and the Department of Justice (DOJ) released a joint “Dear Colleague” letter to all college and university presidents regarding the use of emerging technologies, particularly e-book readers, as a result of the resolution of the Kindle complaints. The letter specified that all emerging technology used in educational settings must be accessible to individuals with disabilities, especially those who cannot see. If the technology is not, an appropriate accommodation that allows student to use and experience the same information with “substantially equivalent ease of use” may be implemented. This sets a very high standard for the use of educational technology.

In late May 2011, the DOE released an FAQ document with additional guidance regarding the scope and intent of the Dear Colleague letter from the year before. In the document, the department specified that the provisions of the letter were applicable to online courses and covered all use of educational technology, including those things added to courses after it has been developed. This means that any technology introduced by individual faculty members to courses or piloted by an institution, must be accessible to all students with disabilities.

In this context, this workshop is integral for those working in all levels of education, to ensure that the students served have the opportunity for full and equal access.

A Comparison of Interaction Patterns in Student Blogging: Instructor-Chosen vs. Student-Chosen Topics

Kelvin Thompson (University of Central Florida, US)

Abstract:

Is student blogging best pursued as a self-directed activity? Review a comparison of interaction data between blogs written on instructor-chosen and student-chosen topics.

Extended Abstract

Past Sloan-C sessions have presented the "Connected Stance" line of discourse analysis research into online course interactions in CMS discussion boards and publicly accessible blogs (Wegmann and McCauley, 2007; Wegmann and McCauley, 2010; Thompson and Wegmann, 2011). In this session, building upon these past findings, the presenters will share a comparison of two sets of interaction data using student blog postings/comments. Both sets of data were gathered from different iterations of the same online course. Earlier versions of the course employed instructor-chosen topics similar to typical online discussion assignments. In later versions of the course, students were given latitude to select their own topics. This session will focus on the effect of topic choice on level of interaction and engagement. The presenters will provide a brief overview of the discourse analysis methodology before leading participants in an examination of interaction patterns. Participants will be encouraged to identify opportunities to apply these methodologies in their own instructional contexts.

Digital Storytelling in Online Courses

Aldo Caputo (University of Waterloo, CA)

Abstract:

This session looks at the power of digital storytelling to achieve greater impact, relevance, and ultimately learning in online courses.

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Extended Abstract

The use of narrative has been used to pass on knowledge from generation to generation since humans began communicating. Storytelling started out as an oral tradition, and has taken root in every medium that has emerged since, including print, radio, video, and now the web. Storytelling plays a tremendous role in the human experience. Schank argues in *Tell Me a Story: Narrative and Intelligence* (1995) that stories are the foundation of human memory and intelligence. John Seely Brown and Paul Duguid posit in *The Social Life of Information* (2000) that stories are one of the key ways that organizational learning is captured and transferred. Digital storytelling can also be used in the online classroom to make strong learning connections. We will examine some cases of digital storytelling in selected fully-online, asynchronous courses at the University of Waterloo, and look at how the stories were created, why they were used, and the impact they had on the learning experience. In particular we'll explore how we can leverage digital storytelling online for greater impact, relevance, and ultimately, learning. Examples will include videos of students and working professionals relating experiences relevant to the content being studied to underscore the importance of the intended outcomes and help establish connections and applications of the knowledge to the real world. Excerpts of these videos will be shown and discussed. We will also share strategies for capturing effective stories and incorporating them in an online course, inviting participants to discuss their own examples and experiences. A discussion of strategies for capturing effective video stories will likely break out at the end, as will as a fruitful exchange of advice and ideas. Anyone interested in making online or blended learning more relevant, engaging, memorable, and effective would benefit from this session. The presentation and tip sheet for effective video stories will be made available online to participants.

Creating an Open Learning and Teaching Environment: a Student-curated Public History Digital Museum

Dr. Sheila Marie Aird (SUNY Empire State College, US)

Lisa Rapple (SUNY Empire State College, US)

Abstract:

The "Public History Digital Museum" provides an open learning and teaching environment. The creators explain the benefits to adult learners who participate in the museum.

Extended Abstract

The "Public History Digital Museum" of SUNY Empire State College provides an open learning and teaching environment in which students, guided by faculty experts and collaborating with other students, research their topic of interest, prepare and present an artifact of their work, and are evaluated for an invitation to curate and exhibit their work in the museum. The museum environment provides the student a space where they can create and expand on conversations about public history. The students are from diverse disciplines, geographical areas, and public history interests. As they chronicle their journey, the students develop projects that, once finalized, are adjudicated by the museum board comprised of college faculty and professionals deemed content experts in public history. Possible areas of focus can include, but are not limited to; community history, historical construction of community and gentrification, local culture and history, oral history and memory, public archeology, public policy, and historic and cultural preservation. The museum experience affords students the opportunity to use web technologies in unique and creative ways. By exploring these technologies and discovering ways to use these tools, the students enrich their exhibit artifact. The technologies facilitate and affect the way the student chooses to convey the message in their exhibit. Students discuss approaches and provide collaboration as they develop their own story and prepare it for presentation in

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the museum. Student artifacts that are exhibited in the virtual museum serve as exemplars for other students and through "lessons learned" they share the advantages and pitfalls of their experience using web tools in the creation of historical artifacts. Additionally, students have the ability to build a personal e-portfolio of their work. Central to this environment is the commitment to honor the cultural histories, the untold stories and traditions that are the essence of our global community. The platform where the museum exists provides flexibility to share at varying levels of confidence, and ultimately provides a virtual museum experience for the world.

Building a Mobile Strategy for Your Campus

Dana LaFleur (Bridgepoint Education, US)

Abstract:

Find out how we improved student and faculty access and engagement by leveraging a robust cutting-edge mobile strategy and get an overview the development process.

Extended Abstract

Using an approach to planning and implementation that combines technology, business, and user experience considerations that directly impact the learning experience in order to identify optimal institutional outcomes, the project team developed a mobile strategy to produce the Mobile Classroom. Ashford and Rockies Mobile are applications designed for Apple and Android devices that provide students and faculty with on-the-go access to the university experience. Leveraging the latest technologies, the applications enable users to complete online discussion posts, contact key university support staff, check grades, and more, from the convenience of a mobile device. In order to identify the initial feature set, data on learning behaviors within the existing learning environment was compiled in late 2010. The most accessed classroom features were shown to include course schedules and discussion threads. Additional critical functionality included providing visibility to assignments and access to support staff. All of these key features were included at launch. Rockies Mobile launched on the iPhone on April 1st, 2011, with Ashford Mobile following on June 7th, 2011. Android applications for both universities launched on June 22nd, 2011. In its first month, Ashford Mobile received over 40,000 visits, resulting in more than 500,000 page views. In October 2011, Rockies and Ashford Tablets were launched for iPad and Android. Feedback has been overwhelmingly positive, with users praising the increased accessibility provided by the application. Subsequent surveys of application adopters at the University of the Rockies and Ashford University showed statistically significant increases in self-reported measures of student engagement. Details of this information will be shared with session participants.

What Does It Take to Get From Technology to Community?

Amy Kohmetscher (University of Nebraska-Lincoln, US)

Deanna Leingang (University of Nebraska-Lincoln, US)

Abstract:

Graduate students in an online Plant Breeding course answered questions about the success of social media tools added to an existing static learning object repository.

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Mythbusters: Our Students are Doing What? with What? Device Use and Ownership At a University Primarily Serving Women

Lynda Murphy (Texas Woman's University, US)

Keith Restine (Texas Woman's University, US)

Amy O'Keefe (Texas Woman's University, US)

Annie Phillips Newton (Texas Woman's University, US)

Allison Mabry (Texas Woman's University, US)

Abstract:

Are you curious what technologies students use and why? So were we. Find out what our Student Technology Use survey revealed.

Extended Abstract

Context Texas Woman's University (TWU) is the nation's largest publically-funded university primarily for women. Founded in 1901, TWU's main campus is in Denton with Institutes of Health Sciences in Dallas and Houston. TWU offers a comprehensive catalog of academic studies, including baccalaureate, master's, and doctoral degrees. Of the 14,700 students enrolled, approximately 85% commute to campus, and over 7000 students are enrolled in online courses each semester. The Offices of Distance Education and Commuter Student Services were interested in knowing more about how non-traditional student populations access coursework, services, and programming at TWU. These two offices formed a collaboration to look at existing instruments that might be used to gather data on TWU students. After review, the group decided to seek permission to alter the 2012 EDUCAUSE Center for Applied Research's National Study of Undergraduate Students and Information Technology survey instrument. Permission was received and the instrument was altered to include graduate student responses and to add some institutional specific survey items. This modified survey became known as the TWU Student Technology Use Survey (STU). STU is comprised of 166 items divided into five sections: About You, Device Ownership and Use, Technology and the College Experience, Learning Environments, and Demographic and Informational Questions. Researchers sought and obtained IRB approval to administer the instrument to TWU students. Methods STU was administered using PsychData, a secure web-based survey tool. Preliminary data analysis was conducting using frequencies and cross tabulations. The initial target population for the survey featured two groups of TWU students. Group one (n=6644) was comprised of all students taking only face-to-face courses, and group two (n=3626) consisted of all students taking only distance education courses. A \$500 commuter meal plan was a popular incentive and led to a response rate of 15.6%. Results Five devices were included on this survey: laptop, tablet, smartphone, eReader, and desktop computer. For each device, students indicated use, ownership, operating system or type, and importance to academic success. Below are some of the key highlights from the findings. Additional results including differences among undergraduate and graduate students will be discussed during the presentation. Laptops & Smartphones: The majority of students reported owning their laptops (92.3%) and using them primarily for academic purposes (95.9%) Meanwhile, most students also own a smartphone (96.3%), however, only half of them use their phones for academic purposes (56.4%). Tablets: While 72.3% of the students reported owning their tablet only 20.9% of students reported using tablets for academic purposes. eReaders: eReaders are relatively popular among students (ownership =77.4%), but few students use them for academic purposes (13.5%). Desktop Computer: Unique from other devices, almost three-quarters of students use desktop computers for academic purposes, but only 50.7% of them actually own a desktop computer Discussion and Conclusions This project began on a hunch that despite real economic challenges, our students were not only using technology for their academic success but also owned it. Important decisions such as physical campus resources were being based on the assumption that our students could not afford to be part of the digital community. The

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implications of the findings from this study are significant for our university. Findings from this study dispute prior assumptions and provide a great deal of insight into technology use and ownership at TWU. A much higher percentage of TWU students own their own technology than previously reported. It is also significant that a high percentage of students consistently reported that certain devices were important to their academic success. Students mentioned use of traditional technologies like laptop and desktop computers more often than other technologies for academic purposes. Almost 96% of students reported using laptops and 74% reported using desktop computers for academic purposes. It appears that some students may dedicate certain devices for academic work or at least do more academic work on such devices. Traditional technologies like laptops and desktops were not used as much for non-academic purposes. Responses to questions about contemporary technologies like tablets, eReaders, and smartphones reported more exclusive use of other purposes. It appears that small, mobile devices get more multi-purpose use and are used more often for non-academic purposes. Preliminary findings from this study are being used in discussion across campus. The prevalence of mobile devices and laptops has come to the attention of a group investigating the feasibility of constructing a new Student Union on campus. Discussions have moved to considering charging stations, print stations, and improved wireless access rather than computer labs and virtual lounges. Instructional Technology has shown interest in the findings because it seems to confirm usage patterns observed on the network. This presentation will discuss the findings from the study. Our students had a lot to say. Their thoughts and additional results will be discussed including:

- Students preferred form of communication with faculty and administration
- Preferences for specific classroom technologies
- Student rankings of technologies and instruction use
- Preferred learning environment
- Rankings of smartphones & tablet actions for academic success

Using Online Proctoring to Ensure Academic Integrity While Adhering to FERPA

Don Kassner (ProctorU, US)

Abstract:

Educators need to learn the proper tools to ensure the academic integrity of their online programs while staying within the confines of FERPA.

Extended Abstract

While the Internet gives educators an abundant source of media-rich information from which they can construct lesson plans, the same wealth of information can sometimes work as a double-edged sword. High-speed networks also make resources available to students to plagiarize or share sensitive coursework or exam information. Educators need to learn how to employ the proper tools, such as effective exam design and online proctoring, to ensure the academic integrity of their online programs while staying within the confines of federal law. In addition to course and exam security concerns, administrators of cloud-based distance education programs must be aware of how to safeguard student information in regard to the Family Educational Rights and Privacy Act (FERPA). This law, enacted in 1974, was designed to protect students and covers many pieces of information collected by institutions of higher learning and associated vendors. While not all collected information is to be treated with the same scrutiny, items that can be deemed an educational record, such as a course name, assessment grades or video sessions of a proctored exam, are highly protected. With the rise of distance education being conducted over the Internet, administrators must be highly aware of the sensitive information that is passing along institutional networks, and more importantly, what information leaves the internal network and is passed to a cloud network or an outside vendor. Now that registration and application materials are often processed online, better security measures are often needed to protect the necessary data. However, security and increased access are often needs that can conflict with one

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another. In addition to the concerns listed above, the practice of new techniques used in distance learning, such as online proctoring, comes under the jurisdiction of the same laws. Using a record and review model for exam proctoring is creating a permanent educational record that must be given the highest security required by current federal law. As a result of this session, participants should be able to identify potential violations of FERPA and disclosures of protected student data. Participants will also be better suited to analyze online proctoring options in the marketplace and the appropriate solution that best adheres to current federal law through the industry's best practices. Attendees will also be able to advise top administrators as to the legality of current processing and storage methods as they related to student data protected by FERPA. In addition to the stated goals above, attendees can expect to learn: • The difference between identity authentication and attendance verification. • How to employ anti-plagiarism tactics. • Ways to develop secure exam structures. • Key elements to creating a culture of academic integrity among administrators, students and faculty members.

Digital Portfolios in a Web 2.0 World

Jonan Donaldson (Oregon State University, US)

Abstract:

The recent increase in availability and ease-of-use of web 2.0 tools has created an ideal environment for the use of digital portfolios in education

Extended Abstract

Digital portfolios can now be more powerful than ever in human history. They are the perfect core for online and face-to-face education, especially in community colleges and other institutions of higher education, because they foster creativity, collaboration, inquiry, and project-based learning. Accordingly, they inherently challenge the more traditional teaching methods such as lectures and testing. Designed effectively, portfolio-based learning shifts the focus away from the teacher, and even away from the student, and puts the focus directly upon the subject. Furthermore, digital portfolios mirror, as well as develop, the cognitive schema of the particular learning at hand. Recent advances in availability, accessibility, and ease-of-use of web 2.0 tools makes portfolio artifact creation easier than ever before, and increased availability of free website creation and hosting services makes gathering artifacts into an organized and well-presented portfolio possible, even for those with limited technology skills. In this presentation, best practices in the use of digital portfolios for online or face-to-face education will be discussed in conjunction with applicable theory and research in the field of education. Also presented will be selection of platforms for digital portfolios, artifact management, and assessment strategies. Presentation Outline: I. Introduction a. Demonstration of student-made portfolios b. Definitions II: Part 1: Theory a. Portfolio-based learning in terms of educational theory/research 1. Project-based learning 2. Collaborative learning 3. Inquiry-based learning b. Digital Literacies III: Part 2: Application a. Choosing a platform for digital portfolios b. Structuring a portfolio-based curriculum c. Artifact creation and manipulation using web 2.0 tools IV: Part 3: Assessment a. Peer-feedback (using LMS forums for portfolio presentation and feedback) b. Building portfolio assessment rubrics V: Part 4: Bringing it all together a. Walkthrough of a real portfolio-based online course VI: Conclusion: The future of digital portfolios

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Three Reasons to Flip Your Blended Classroom

Helaine Marshall (LIU, US)

Abstract:

Faculty and student perspectives on flipping the blended classroom for increased comprehension, increased interaction, and increased thinking skills. Data from blogs, questionnaires, interviews, and exams.

Extended Abstract

This presentation will give participants a tour through the implementation of a university Teaching Innovation Grant in which the professor undertook to engage teacher education students in a flipped classroom model within a blended learning environment. The course selected, Fundamentals of Linguistics, had historically been the most challenging and least popular of the courses in the program for preparing Teachers of English to Speakers of Other Languages (TESOL) educators. In an attempt to reverse this negativity, the instructor set out to achieve three goals through the implementation of the flipped classroom model: to increase comprehension, to increase interaction, and to increase thinking skills. Each of these goals was achieved through specific strategies and documented through ongoing data collection. An ancillary goal, relating to the affective domain, was to increase student enjoyment of learning about linguistics and helping them to understand its relevance to them as TESOL teachers, a theme maintained throughout the course. Participants in this session will learn in very practical terms how to set up an effective, user-friendly and cognitively demanding flipped classroom for a university teacher preparation program and will participate in a dialogue with a student regarding the process from a learner perspective. The professor recorded weekly lecture presentations with webcam, interactive slides, SmartBoard integration through screen sharing, and guide questions alongside. Then, for each class session, students had to prepare an activity based on the material introduced in the online lecture. One such activity consisted of poster presentations for the classroom walls. For example, in studying semantics, students prepared Frayer Model posters for new concepts, with each student signing up to handle one concept, and, for morphology, each student analyzed one word of their choosing, including derivational affixes, idioms, and other expansions and applications of the word and created a wall poster for the classroom. The final project was to design their own recorded mini-lectures in Adobe Connect or, alternatively, to design a web-based poster in Glogster, and to post it on the group wiki, to teach each other concepts they had individually researched. Each student had selected a language to analyze using the tools of linguistics that had been applied in the course. The elements of this flipped course worked synergistically and developed over time so that by the end of the semester, the students were acting independently of the instructor and making group decisions about how to work through the material. As required for the grant, the campus-based instructional designer conducted two observations, one at the midpoint and another at the penultimate session and noted on both occasions the extent to which a learning community had formed in the class. Learners spontaneously reached out to each other, both for assistance and to provide assistance. The designer found the following characteristics to be present in the classroom: (1) a truly constructivist learning experience with students being active participants instead of passive recipients of learning; (2) a real learning community with students showing great regard for each other, helping each other, prompting each other, asking each other questions, and building upon the work of each student; (3) a multi-media experience with use of SmartBoard, Skype, audio, and use of a camera; and (4) a physical space that was utterly dynamic, with the teacher standing at the back while students lead the discussions. The students, for their part, echoed these observations on the in-class sessions, and they also commented on the out-of-class video recordings, which constituted the major instructor input, in their ongoing class blog. In this presentation, blog posts will be shared, along with questionnaire and interview results evaluating each element of the implementation. Informal assessment was conducted on an ongoing basis, as the

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instructor could see in class exactly which students were able to apply a given concept to a practice exercise or to a problem solving activity. Areas that challenged the entire group became immediately evident as the students requested clarification from the instructor, but only after determining that no one in the group could provide it. Formal assessment consisted of two examinations. The first was an in-class midterm exam requiring all levels of Bloom's taxonomy, i.e. understanding, remembering, applying, analyzing, evaluating and synthesizing. In this way, the instructor could ascertain where each student was in being able to negotiate course concepts. The grades ranged from 98 to 72, with 50% of the students receiving a score above 90. The second was a take-home final exam that included linguistic problem-solving and an extended essay, in which each student had to revisit the course concepts through the lens of individual investigations of selected linguistic elements. Results are due the same day as this proposal but will be reported on in the presentation, if accepted. In summary, flipping this class enabled students to learn at their own pace and in their own time frame as they viewed the lessons on video, thereby increasing their comprehension. It also increased the interaction among students and with the instructor as class time was freed for application of course concepts. Finally, it placed responsibility on the student to manage learning, resulting in development of critical thinking. In this presentation, participants will learn from the instructor how the course was flipped, and from students via Skype how they reacted to this new mode of course design.

OER Tools for Authentic Assessment: Content, Creativity and Collaboration

Michele Gill (Online Education at Performance Learning Systems, US)

Abstract:

Skip the auto-graders and test builders--focus on free online tools that will allow your students to show what they know through performance, presentation, and collaboration.

Extended Abstract

Participants will be able to:

- Review various online open source content resources
- Experience and practice with a large variety of online collaboration and creativity tools
- Implement several tool/resources immediately and consider a variety of assessment options.

Essential questions:

- How can I replicate my most creative and/or collaborative classroom activities in an online environment?
- In what ways can free online tools supplement my current site-based activities?
- In what ways can I use these free tools to develop students' critical thinking, collaboration, and creativity?
- How can I develop performance-based, authentic assessments for students who are online (or in my classroom?)

There are so many powerful ways students can show what they know. Let's skip the test creators and auto-graders and explore ideas for projects that allow students to demonstrate their understanding in meaningful ways online. Collaborate with colleagues while learning about (and experimenting with) oodles of free (or nearly free) online tools that you'll be ready to implement in your classroom next week.

We will address misconceptions about assessment; consider the many ways students can show what they know, and brainstorm options for online students. We will spend time reviewing and "playing with"

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online tools that are available to teachers for free or nearly free. Dedicated time for collaboration and implementation will be provided throughout the session. For each type of resource we will demo samples and give participants an opportunity to try out one or two of the tools. See below for sample resources we'll be sharing.

- Resources for free, open-source, online content
 - o K-5 resources (AbcYa.com, Discovery Streaming, Speakaboos, Kineticcity, for example)
 - o Middle/HS resources (open high school of Utah, Hippocampus, Khan Academy, Karpeles, NeoK12, O2learn, Opentextbooks, for examples)
- Collaboration tools (Popplet, Wallwisher, Voicethread, Dabbleboard are a few examples)
 - o Small groups experiment with various collaboration tools (break out by tool they want to try)
 - o Small groups give quick report on what they tried and how it worked
- Presentation/creativity tools (examples include Simplebooklet, Museumbox, Livebinders, Glogster, Voki, Blabberize, Goanimate, Blogs, Adventuremaker, Jumpcraft)
 - o Small groups experiment with various creativity and presentation tools (break out by tool)
 - o Small groups report to full group on their experiments
- Subject/grade specific Ideas
 - o Participants gather by subject area or grade level, and discuss possibilities and resources
 - o Small groups report out their findings (via Popplet, Glog, Wiki, or Voicethread)

We'll end the session by brainstorming ways to keep up with the ever-changing free resources available online, followed by open question/discussion/brainstorm time (in person, then post-session via Wallwisher).

Elevating Social Networking for A New Age of Edification

Nicole Buzzetto-More (University of Maryland Eastern Shore, US)

Abstract:

This presentation will explore the impact of social networking technologies on education, literacy as well as link the use of social networking to pedagogical theories.

Extended Abstract

Social network services are computer applications that support the complex arrangement of connected nodes (people) which include tools for storing and presenting information as well as communicating, connecting and interacting with others. These services support social capital and social learning theories and play an integral role in the new literacy movement. Further, they support the development of authentic, media rich, student-centered, on-demand, discourse-driven, and constructivist learning experiences. This presentation will link the use of social networking technologies as part of the teaching and learning process to various pedagogical strategies as well as present the results of a study that examined the usage of Facebook as a teaching tool at a minority serving university. Recognizing the impact of the social media phenomena, a New Literacy movement has emerged. This literacy includes not just how to use technology but also how to appropriately interpret, communicate via, create meaning with, and collaborate through new media. According to Coiro, Knobel, Lanshear and Leu (2008) "New technologies such as blogs, wikis, multiplayer online games, social networking technologies and video- and music-dissemination technologies have rapidly spread, each with additional, new literacy forms and functions that are reshaped by social practices... literacy has now come to mean a rapid and continuous process of change in ways in which we read, write, view, listen, compose, and communicate information." (2008, p. 5). Social capital theory says that social networks are valuable because of their

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ability to build committed communities where individuals support each other in the pursuit of common goals (Smith, 2009). Research has found that community membership has a positive impact on the health and well-being of students and that educational achievement rises when learners have a supportive associational life (Smith, 2009). Social networking technologies allow learning to be: available on demand (USDE, 2010); authentic (Phillips, Baird, and Fogg, 2011); media rich (Cheal, 2012), social (Greenhow, and Robelia, 2009); supporting of digital literacy (Coiro, Knobel, Lankshear and Leu, 2008); student centered (Phillips, Baird, and Fogg, 2011); in line with constructivist teaching practices (Cheal, 2012); engaging to students (Webb, 2009); supporting of social learning theory (Smith, 2009 and Buzzetto-More, 2012); collaborative (Shih, 2010) and appealing to digital natives (Buckingham, 2007). The following chart relates social networking technologies to various pedagogical theories and concepts. Facebook was incorporated into several courses taken by management students at a Mid-Atlantic minority-serving university during the 2010 and 2011 academic years. Two courses were offered fully online and a third in a hybrid format using the Blackboard LMS. For each course, a Facebook group was also created and used for the distribution of instructor and student posted announcements; faculty-lead and student-lead discussions; polling; question and answer opportunities; and faculty to student as well as peer sharing of resources. Facebook participation was made mandatory and points were assigned for participation. Students were not given guidelines for their SNS participation, rather they were simply instructed that they were to make contributions or pose questions that were relevant to the course and that their participation should be ongoing, meaningful, and thoughtful. To support the activities, throughout the term the instructor actively contributed and acted as both an engager as well as facilitator providing clarification and or further thoughts to engender more discussion. A survey was distributed via 324 email invites with a response rate of 67%. When the respondents were asked how many hours per week they spend engaged in SNS 4% said no time spent per week, 27% reported 1-2 hours, 33% estimated 3-8 hours, and 37% reported that they spend more than 9 hours per week. When asked whether "Social networking sites help to build/strengthen a sense of community within a learning environment" 63% were in agreement, 24% expressed neutrality, and 13% expressed disagreement. The mean for this was 3.65, with a mode of 4, and a standard deviation of .97. These findings are similar to the research findings reported by Greenhow and Robelia (2009) and Yan Su (2011). When asked whether "It is important for students to learn how to academically and professionally use social networking sites" 66% were in agreement, 24% were neutral/undecided, and 11% disagreed. The mean for the question was a 3.75, with a mode of 4, and a standard deviation of .91. These findings compliment the work of Coiro, Knobel, Lankshear & Leu (2008). The students were asked to rate the usefulness of Facebook when it comes to a number of applications. A five point scale where 1 equaled not very useful and 5 equaled very useful was utilized. Responses were considered based on frequency distribution and descriptive statistics. According to the respondents, Facebook was the most effective at "engaging students" with a mean of 4.02, followed by "creating a more exciting learning environment" with a mean of 3.81, and "supporting class discussions" with a mean of 3.73. Students were largely in agreement that "Facebook was useful for supporting group projects" with a mean of 3.54, "delivering course announcements" with a mean of 3.51, and "providing links to resources" with a mean of 3.48. Students were more neutral when it came to the usefulness of Facebook for "facilitating study/tutoring sessions" with a mean of 3.10 and "distributing lecture notes" with a mean of 2.97. The frequency distribution and descriptive statistics are represented in the following tables and charts. In summary, this study provides research on an area where greater research needs to be published. Further, it focuses on a population that has previously not received sufficient focus and which is largely neglected in the literature. The implications of these findings should encourage college faculty to adopt the use of social networking services as part of the teaching and learning process with a specific focus on building learning communities and increasing student engagement.

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Context is King! Privileging the Institution in Learner-Centered Design

Daniel McCoy (University of Florida, US)

Jason Arnold (University of Florida, US)

Abstract:

Learner-centered design in online systems must begin with the institutional context from which the learning activity acquires its legitimacy.

Extended Abstract

This presentation will focus on adult learners enrolled in post-secondary degree programs or engaged in professional development. Many online learning systems follow the paradigm of "learning management", prioritizing instructional use cases. These systems are primarily developed to provide access to course content and tools for student assessment. However, adult learners, while engaged in course content and concerned with assessment, are typically goal oriented in their educational process. They are often seeking career advancement or increased status by obtaining additional or advanced credentials. Thus, while subject mastery helps to achieve their career goals, it is ultimately the credential that matters in its most practical and immediate impact. As such, learning systems that cater to distance students should provide the scaffolds that these students need to successfully achieve their career and learning goals. These scaffolds are especially important to distance students who lack the "native" institutional knowledge of their on-campus peers. In this presentation, I propose four fairly straightforward scaffolds that matter to adult learners: a portfolio, a professional network, progress monitoring and a program of study. I have dubbed these features "scaffolds" because of the importance of their deep integration and ubiquity in online learning environments. This deep integration and ubiquity is critical to achieving learner-centeredness. The learner must feel the immediate logic of these features. That is, when the learner navigates and negotiates an online learning system, she must have easy and immediate access to the resources, people and information that matter most to her and speak to her academic success. Portfolio: By choosing to obtain a credential from a particular institution, the learner has made that institution part of her professional identity. The institution also becomes invested in the professional success of its graduates. Thus, providing a space for the learner to develop an online professional presence benefits both parties. The learner benefits by presenting an online profile that has institutional legitimacy. The institution benefits by showcasing its students and their achievements. As a learner-centered feature, the portfolio should derive much of its content from the projects and activities performed by the learners during their training. That is, the curriculum should provide learning objectives that explicitly contribute to the advancement of the learner's professional profile. Professional networking: The status of alumni is one obvious benefit that influences the choice of an educational institution. Learners often form valuable professional networks while at college or in vocational training. Forming these networks is especially challenging to distance students since the space for informal learning networks can be severely restricted in online systems designed according to a learning management paradigm. A learner-centered system should allow space for the spontaneous formation of dynamic learning networks. Course curriculum can facilitate this by providing opportunities for (and rewarding) collaborative interaction that produces creative results. Most importantly, learners should see the immediate benefit of networking and collaboration to their career goals. Progress monitoring: The progress bar is a common feature in user-centered online systems that helps motivate users to complete a complicated or lengthy task. Learner-centered online systems should provide similar data to users as the progress towards their credential. Critical dates and reminders should be communicated regularly and in context. In other words, the learner should be made aware of where her immediate focus should be in order to meet her learning and career goals. This powerful navigational element becomes a symbolic relationship between the individual and the institution. In this way, the

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individual maintains their identity and autonomy through the overt recognition of their achievements and gained experience. Program of study: Similarly, the learner should understand all that is expected of her in order to gain her credential. As the learner progresses through her program of study, she will be able to monitor where she is in the process, view the remaining steps to achieve her goal and observe the impact of her work on her professional profile. I will provide examples of these approaches in online systems. These examples include online systems designed for providing graduate degrees and professional development as well as communities of informal learners. Participants will have an opportunity to discuss these approaches and will be able to access online examples.

Teaching Transliteracy in Collaborative Online Courses

Thomas P. Mackey, (SUNY Empire State College, US)

Abstract:

Engage in a conversation about the crossroads of digital literacy education in response to the expansive landscape of transient social technologies.

Extended Abstract

One of the central questions for this year's Sloan conference, "At a Crossroad: Online Education in a Complex World" relates to the ongoing changes in how we envision digital literacy: "Does the shifting nature of literacy in an always-on digital world demand new approaches to online teaching, learning, and assessment or do we already understand principles that have stood the test of time?" Based on current research about emerging literacy frameworks, both parts of this question are relevant. For instance, the complexity of today's open and online learning environment, with multiple social media features, requires a revolutionary approach to digital literacies. At the same time, several key principles related to information literacy in particular offer much promise for a reinvention of foundation elements in the social media age. Several emerging literacy frameworks are developing in response to the changes we have seen in networked social technologies. For instance, transliteracy and metaliteracy, both propose radically different conceptions of information and technology literacy. While transliteracy is defined as the ability to read, write, and communicate across multiple platforms (<http://nlabnetworks.typepad.com/transliteracy/>), metaliteracy is a metacognitive approach that combines multiple literacies in an integrated framework with an emphasis on producing and sharing information (Mackey and Jacobson, 2011). UNESCO has also recognized the multiplicity of literacy terms with an expanded Media and Information Literacy (MIL) framework that emphasizes learners as creators of digital information. This presentation will define these terms and present an analysis of survey data (N=550) that identifies international trends in how these concepts are understood in today's networked society. This data-driven approach to the topic will be the starting point of a conversation about the shifting nature of transliteracies in a social media age. Participants will examine the theory and practice of emerging literacy frameworks and will be invited to share their own experience and insights related to these issues.

Expecting the Unexpected: An Online Crisis Simulation in an MBA Program

N. Kymn Rutigliano (State University of New York, US)

Patrice Prusko Torcivia (SUNY Empire State College, US)

Sheila Suro (SUNY-Empire State College, US)

Abstract:

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What would YOU do? Join us for a multi-faceted, online crisis simulation in a tourist community at the height of the season!

Extended Abstract

EXPECT THE UNEXPECTED: An Online Crisis Simulation in an MBA course

Abstract We highlight the use of a simulation of a multi-faceted crisis in a tourist community at the height of the season to pique student interest and engagement, deepen learning, bridge the gap between theory and practice, generate an increased sense of community, and explore attributes essential to effective crisis management and leadership.

Context The State University of New York-Empire State College offers advanced graduate studies via distance learning. With eight advanced academic programs leading to a Masters degree and advanced certificate programs focused on a particular career interest, the School for Graduate Studies is growing in enrollment at a time when many schools are experiencing declining enrollment. One of the graduate programs offered by ESC is the Masters in Business Administration (MBA). This 48 credit program is designed to enhance students' managerial and leadership skills including analytic, decision-making and communication acumen. Students enrolled in this MBA program are mature and motivated adults who are looking to develop the necessary managerial skills to better perform within their organizations and assume more significant management responsibilities.

Problem In an online course students may not experience hands-on learning, may feel isolated and ultimately become disengaged. The nature of how students interact with technology is changing at a rapid pace as are their expectations for individualization of content, gaming and definitions of personal connections and community. We saw a need for an innovative design that would address these challenges while deepening the students' learning and increase engagement.

Using the Community of Inquiry (COI) model (Garrison and Anderson, 2003) as a theoretical framework, we looked at teaching presence, cognitive presence and social presence.

Approach One of our primary goals is ensuring our students have an interest in participating in team activities and discussions in such a way they want to continually explore the content. The content in our courses needs to connect "with present powers...in engaging activity and carry(ing) it on consistently and continuously" (Dewey, 1915) throughout the entire course. In order to achieve this, one of our objectives was the creation of activities that would connect our students with their present power so they could see their capacity to act upon the world by creating an interest that enables them to become "absorbed in, wrapped up in, carried away by" (Dewey, 1916) the course content. To accomplish this goal, we built a live simulation of a real time crisis that unfolded over four days where each student was given a role (such as business executive, mayor, police, hospital spokesperson, etc.) and acted out of that role for the duration of the crisis. The simulation included "Breaking News" updates, ethical dilemmas, competing stakeholders, persistent reporters as well as "misinformation" from posts on Facebook and Twitter—all factors at play in real life crisis events. The students interacted numerous times daily, posted updates, and worked together as a team to discover how economic factors, unethical decisions, supply chain issues, and leadership missteps led to the crisis. In a highly collaborative and "straight talk" fashion, students conducted an after action analysis of their mindsets, behaviors, actions, successes and failures during the simulation and "mined the gold" of this learning experience.

Results Student feedback about the simulation was affirming and inspiring. Verbatim comments include: "I agree with every other member of our class when I say, "Wow!" We all experienced a major crisis from every imaginable angle. We were tasked to rely on our skills, our teammates, and information fed to us. The simulation was well thought out and expertly executed. I loved the news broadcasts! And within less than one week's time we were narrowing in on our source, but miscommunication and self preservation got in the way of effectively solving our crisis (just like real life!)." "This crisis leadership simulation was action packed and filled with learning opportunities. The numerous, fast paced and diverse learning methods kept the class interesting and value packed. I learned how to better face reality in business, the value of communicating more openly and effectively,

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how important preparation is to success, and to focus on being a better leader." "...[The crisis simulation] made each of us think outside the box and get out of our comfort zones...This was challenging and confusing but we all learned so much about each other...and ourselves." As faculty, this was one of the most rich and rewarding experiences of our careers. There was a contagious excitement as our interdisciplinary team (including colleagues from Information Technology, Instructional Design, Media Production, University Administration as well as Graduate Students and Fellow Faculty) worked collaboratively over four months to design the crisis simulation and its delivery. Our work has led to a highly accessible simulation that is "modularized" and can easily be customized for international students, face-to-face Residencies, and shorter time frames. Goals for Conference Session Anyone interested in expanding online learning experiences for students is encouraged to join in our lively session! We will demonstrate our simulation and have the audience participate in a brief simulation exercise. This will be followed by a brainstorming session and sharing of ideas and lessons learned. A simulation design template will be provided to all attendees. Goals for this session include having participants leave with: ● new ideas of how they can incorporate technology-based simulations into their courses, ● a deeper understanding of how hands-on exercises can be used in online courses to increase interest and student interaction with both the content and each other, ● a deeper appreciation of the community of inquiry model, and ● a creative, proven approach for cross-disciplinary collaboration paired with technological innovations to heighten student learning and fulfillment. References Dewey, J. Democracy and Education: An Introduction to the Philosophy of Education. New York: The Macmillan Company, 1916. Garrison, D. R. and T. Anderson. E-Learning in the 21st Century: A Framework for Research and Practice. London: Routledge/Falmer, 2003.

The Benefits and Challenges of Converting to a Competency Based Curriculum Model

Patricia Neely (Higher Learning Institute, US)

Jan Tucker (Higher Learning Institute, LLC, US)

Abstract:

Creating competency-based programs: Fitting a square peg in a round hole.

Extended Abstract

As the focus on lower college costs continues to take center stage, several colleges and universities are exploring creating competency-based programs. Although competency based education has been around for several decades, the success of Western Governors University has captured the attention of policy makers as one approach for creating lower cost options for students. Competency based education (CBE) focuses on the outcomes of the learning process and addresses what the students should do, not on seat time. To develop a competency based education program, specific measurable competency statements are developed and curriculum is developed which allows students to demonstrate their mastery of each of the competencies. A variety of instructional techniques can be used to help students gain and demonstrate their competencies. The integration of competency based education requires re-engineering an institution's educational policies, pedagogy and infrastructure from the top down. This type of radical change in system design requires buy-in at all levels of the institution as well as a phase-in plan which may take several years to successfully implement. When the implementation is not done correctly, any traction gained by developing the new curriculum can be lost and the institution may face failure. This presentation focuses on the change process necessary to successfully implement a competency based education system while examining the challenges involved. An overview of strategies and suggestions for successfully creating competency-based programs will be discussed.

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Simulation Use in Online Learning

Roger McHaney (Kansas State University, US)

Abstract:

Simulation development and online deployment have become much easier using powerful new tools such as SimWriter Simplicity from NexLearn.

Extended Abstract

Simulation-based course material can provide a bridge between classroom learning and real-life experience. The use of simulation technologies can help students use their current knowledge base and extend it through experiential trial and error. A simulation environment provides students with a safe space to examine their strengths and weaknesses without the concerns and potential consequences of a real-world situation. The end result is a more experienced individual with better skills for facing challenges in the real world. SimWriter Simplicity is an example of a simulation tool that enables the development of simulation-based training material and provides infrastructure for the scaffolding. Simplicity was first released on February 4, 2011 by NexLearn, a developer of immersive learning simulations and e-learning courseware. This software system is a scaled version of NexLearn's, SimWriter Professional. It can be classified as custom simulation authoring software aimed at small- and mid-sized business simulation development. Its intent is to provide an easy mechanism for integrating immersive learning simulation technology into curriculum and training design without requiring expensive production facilities. Traditionally, high-end training simulations require a number of expensive resources often including: a writer, a director, a film crew, a sound stage, software developers and testers. By allowing users to replace these roles with alternate software and hardware solutions, Simplicity permits development of high quality, low cost training material. Users can import PowerPoint slide material; record audio via digital microphones, import video created with webcams or digital video cameras, and import digital images. Simplicity uses a reduced version of SimWriter Professional's interface. The software permits the development of customized in-house simulations that utilize NexLearn's instructional design experience coupled with users' subject expertise to create immersive, interactive learning simulations. Simplicity relies on a storytelling motif. Simulation developers have the ability to customize user experiences through decisions made at various points throughout the experience. Based on the decisions, various consequences or learning moments can occur. These can be communicated in text, graphic, audio, or video forms. Users recreate real-life events, time-scaled to enhance training and shorten the experience curve. According to representatives of NexLearn, "Simplicity puts the power of simulation in the hands of training managers who otherwise have never had the opportunity." Kansas State University became the first user of the new Simplicity Software in 2011. As technology advances, the ability to create realistic, immersive simulations will improve. The simulation discussed in this presentation is the first iteration in a process to make the student learning experience more interactive, more realistic and more engaging. It is our expectation to continually improve the piloted, online Storage System Management class simulation's sophistication with added video, audio, background images, and decisions. We have a good starting point that is useful to the students but we know it can be made even better. Virtual reality can be used in education to scaffold learning without a content expert being within physical proximity. This becomes particularly important in specialized arenas where expertise may not be readily available. The simulation has been piloted by a group of students. They report enjoying the experience and see it as an engaging, modern approach to learning. From a teacher's perspective, it is observed that the initial construction of the course required a large time commitment. Recording video and audio, developing the behavioral questions and creating scripts for each learning objective was difficult and rigorous. Once the material is developed, tracking student progress is relatively straight-forward. Student learning appears to be good with the simulation and post-experience examination shows promising results. One drawback to using this approach is the

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distance between teacher and student. Since most material is delivered via a computerized system, the personal interaction aspect of a classroom is reduced. A possible solution to this situation is to build in live interaction components where students either meet with the instructor in a live classroom or are required to visit chatrooms at regular intervals throughout the course. In general, we believe that the use of simulation permits learning to occur in ways that previously was only possible with real world experience. While we are not suggesting simulation should replace real world experiences, but it can provide an additional level of effective education and help bridge the gap between theory and practice. Students each experience the simulation individually so the learning experience becomes personal and relies on their own acquisition of knowledge. This presentation will discuss Simwriter Simplicity from NexLearn then provide a case study of an online course development that leverages the strengths of the tool. The goals of the session include educating the audience regarding a new technology and providing ideas for new course development.

Learning and Behavior Online: Mediating Disruptive Social Interactions

Erika Klein (University of Southern California, US)

Heather Dexter (2Tor, US)

Paula Thompson (University of Southern California, US)

Abstract:

An overview of establishing norms of behavior and communication, and for reinforcing accountability in online environments. Presenters will explore practices developed between MAT@USC and 2tor.

Extended Abstract

In 2009, the Rossier School of Education at the University of Southern California partnered with 2tor to bring their traditional, campus based Master of Arts in Teaching (MAT) program to the online space. In those three years, Rossier has gone from enrolling less than 150 students per year (between the MAT and the MAT-TESOL tracks) to having a current student enrollment of over 1300 students, and has graduated almost 900 students online. In addition, the MAT and MAT-TESOL programs have expanded into 43 states, and 39 countries. With the utilization of Web 2.0 as learning tool and the adaptation of new media literacies comes a need to assess how academic programs interact and develop norms of behavior. These behaviors encompass interactions both inside and outside of learning management systems, and include student to student, student to academic program, academic program to student, faculty to faculty, and between faculty and students. Research done on participatory culture and new media by authors such as Henry Jenkins, Ilana Gershon and Clay Shirky looks at how mainstream culture is adapting new technologies in the valuation and development of social interactions. Gen Y students have different understandings and methods of communication than many of their instructors, which can lead to challenges in faculty to student interactions, and also in how faculty mediate student to student interactions in online learning. Academic support teams have to redevelop traditional tools and methods used to assess student dispositions from a face-to-face methodology to work within Web 2.0. In this presentation, we will discuss instances of interactions that caused the MAT@USC to rethink how to effectively engage with online students and uphold university conduct standards designed for on ground incidents. We will also discuss best practices in mediating a diverse student population who have different levels of social and cultural capital, and how to mediate their interactions on the learning management system, email, and other messaging systems. Also for discussion will be the management of online faculty in their engagement and interactions with students, administrators, and their peers. We will present how the MAT@USC, Rossier Faculty Affairs, and 2tor have partnered to establish baselines expectations for online behavior and interactions, and how each stakeholder has worked to

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develop training for staff. The ability to effectively administer an academic program online requires all stakeholders to be agile and able to adapt to changes in participatory culture, new media, and student and faculty demographics. It also requires a willingness of the academic unit to establish norms of behavior, and if necessary, drive changes in the understanding of other university partners to ensure standards continue to be met. The online learning environment also requires administrators to understand the context of conversations, to be literate in multiple medias, and to understand how to mediate and facilitate interactions in an online environment and accurately assess when interactions move from "academic freedom and free speech" to "harassment." Through the presentation of select case studies, we will ask the audience to assess interactions and consider the following questions: • Does this violate conduct standards? • Does this violate legal standards? • How would this same interaction be handled in an on-campus setting? • How do you mediate discussions vs. control? • What, if any, action(s) should the faculty and the academic program take in response? Through small group discussion, the audience will consider the questions and share their conversations to the larger group. After discussion, the MAT@USC will share the next steps that are being developed to document and track online conduct for students, and techniques they have utilized to stop instances of "trolling" or "flaming" on the learning management system. Rossier Faculty Affairs will also share next steps in their development of training modules for online faculty and moderation of faculty behaviors and interactions with students, staff and other faculty.

How to Choose an LMS in 90 Days

Wendy Howard, (University of Central Florida, US)

John Raible (University of Central Florida, US)

Baiyun Chen (University of Central Florida, US)

Thomas Cavanagh (University of Central Florida, US)

Beth Nettles (University of Central Florida, US)

Kevin Yee (University of Central Florida, US)

Abstract:

Usually, selecting a LMS is a lengthy process with long-term consequences. University of Central Florida piloted three platforms in three months. Come hear who won!

Extended Abstract

Introduction Distributed learning is one of the most important institutional initiatives at the University of Central Florida (UCF). Compared with the previous academic year, the increase in online course sections accounts for 94% of UCF's student credit hours (SCH) growth for the 2011-2012 year. More specifically, distributed learning accounts for 32% of UCF's overall SCH, 43% of the graduate SCH, and 73% of the regional SCH in 2011-2012. Selecting a Learning Management System (LMS) is a critical decision for UCF's distributed learning initiative. As the current LMS platform, WebCT Vista, is being discontinued by Blackboard at the end of 2012, it is imperative that UCF be prepared to migrate to a new LMS. The Center for Distributed Learning (CDL) at UCF spent over a year planning and preparing to upgrade to Blackboard's flagship product, Learn 9. However, due to surprising issues encountered during the first pilot in spring 2012, the LMS migration was expanded to include an evaluation component. At the time of proposal submission, UCF was piloting three different LMS platforms: Blackboard Learn 9.1, Desire2Learn and Instructure Canvas. The evaluation process involves a variety of stakeholders, including UCF executives, instructional designers, CMS administrators, technical support staff, faculty members, students and others. The ownership of distributed learning is a partnership between CDL and Computer Services and Telecommunications (CS&T). CDL is responsible for strategic

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planning, faculty development, end-user support, and evaluating distance learning at UCF. CS&T is responsible for supporting the software product, applying upgrades, and managing hardware associated with enterprise level applications. CDL and CS&T are divisions of Information Technology and Resources (IT&R), our central IT organization lead by our Chief Information Officer (CIO). CDL and CS&T are charged with selection of our next LMS. Timeline and Activities As the migration plan mushroomed, the organization of the project was reconfigured. An instructional developer assumed the overall project management role. Three teams were implemented, lead by three Instructional Designers (IDs) respectively taking charge of an individual piloted LMS platform. CDL dedicated space on their Teaching Online website for the LMS migration to keep faculty informed and the process transparent. The website is the central location where faculty and students can get information about the planning efforts, LMS reviews, timelines, training opportunities, and additional support as it becomes available. CDL organized separate 3-hour demonstrations of each system, open to and attended by faculty, staff and students. The demonstrations were also recorded and placed on the migration website for archival viewing. The original three pilots plan was restructured. Pilot A (Spring 2012) was limited, with only four instructors (2 which worked for CDL) teaching online courses in Blackboard Learn. Pilot B (Summer 2012) was restructured to include four to six instructors teaching in each of the 3 LMS platforms. Pilot C (Fall 2012) will be in the selected LMS and will have up to 70 instructors before full rollout in Spring 2013. Faculty and student feedback are critical to the selection process. At the demonstrations, each person was given a feedback form to complete. The same feedback form is also available on the migration website and is the main instrument for collecting feedback from our pilot faculty and students. In addition, CDL has organized separate faculty and student feedback sessions facilitated by a 3rd party for Pilot B. The goal of this session is to have a structured non-partisan discussion concerning experiences and features of each LMS. This feedback will ultimately play a role in the decision of the LMS platform. Throughout each pilot, the faculty members teaching on the platforms being evaluated are well supported. They are in constant contact with their instructional designer, team lead, and support staff from CDL to troubleshoot technical issues, get "how to" answers, and receive instructional design support. Conclusion In this panel discussion, we will share the criteria used at UCF to evaluate each LMS. The diversity of this panel reflects the various functional groups involved in the evaluation process. This includes faculty, administrators, instructional designers and technical support staff. We'll share faculty testimonials as well as the comprehensive spreadsheets compiled and used to compare all aspects of each system. Attendees will leave with handouts and online resources that can be used in their own selection process. Please note that at the time of this proposal, UCF is in the process of piloting and evaluating these three systems. However, we will announce our final decision in this panel discussion.

From Blended Learning to Blended Pedagogy: Creating the Hybrid E-Learning Environment

Maha Al-Freih (George Mason University, US)

Abstract:

This presentation describes the design and application of a blended pedagogical approach (cognitive apprenticeship, personal learning environments, and communities of practice) to an e-learning environment.

Extended Abstract

Many researchers have pointed out some of the shortcomings of traditional teaching strategies that emphasize students' acquisition of factual and conceptual knowledge in isolation of the context in which the knowledge can be utilized and applied (Collins, 2006). The apparent gap between factual knowledge, expert processes, and the context of learning that is present in traditional teaching strategies has led to

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the investigation of pedagogical models that can provide students with a more comprehensive understanding of the nature of expert practice and processes (Collins 2006; Dennen 2004; Johnson & Brierley, 2007). Examples of such models include Cognitive Apprenticeship (CA), Communities of Practice (CoP), and Personal Learning Environments (PLE) (Collins, 2006; Dabbagh & Kitsantas, 2012; Dennen 2004; Johnson & Brierley, 2007). The CA pedagogical model has gained popularity throughout the 1990s and 2000s as a strategy that allows for transparency between cognitive processes and concrete products (Collins, 2006; Dabbagh & Bannan-Ritland, 2005; Dennen 2004). This model adapts its instructional strategies from the more informal learning and teaching strategies that occur as apprentices learn from mentors specific methods for carrying out tasks in a domain (Collins, 2006; Dennen, 2004). Collins (2006) asserts that cognitive apprenticeship shifts the focus of learning from abstract acquisition of knowledge to the complex context and processes in which the knowledge is being used and applied by experts to solve problems and carry out tasks. The CoP pedagogical model is based on the notion that learning is a "process of being active participants in the practices of social communities and constructing identities in relation to these communities" (Wegner 1998: 4). A CoP consists of a group of practitioners with similar professional and disciplinary backgrounds who develop a shared repertoire of resources, experiences, tools, and ways of addressing recurring problems (Wenger 1998). Hence, interest in the CoP model for professional development that advocates relationship building, collaborative learning, sharing of knowledge and best practice, and networking among colleagues has been increasingly gaining attention (Buysse, Sparkman & Wesley 2003; Schlager & Fusco 2004). The concept of PLE represents a change in pedagogic approaches to learning and the traditional teacher/learner roles in a learning environment (Attwell, 2007; Dabbagh & Kitsantas, 2012; Johnson & Brierley, 2007). In PLEs, technology tools are integrated to support individual learning processes that can be personalized by the learners to match their individual needs and interests (Schaffert & Hilzensauer, 2008). Furthermore, PLEs provide learners with a set of tools to facilitate coordination of different contexts, thus encouraging learners to participate and engage with different communities and groups relevant to their personal professional interest and development (Attwell, 2007; Schaffert & Hilzensauer 2008). The goal of this presentation is to describe the integration of the pedagogical characteristics of CA, CoP, and PLE as a framework for designing the hybrid e-learning environment. Hence, hybrid in this context refers to integration of different pedagogical models rather than different delivery models such as face-to-face and online. The learning need driving the design of this hybrid e-learning environment is the difficulty faced by newly admitted doctoral students as they adjust to their new roles and responsibilities as researchers. Although doctoral students go through a series of formal research classes and have the opportunity to work as graduate research assistants, there is a need to support the enculturation of new doctoral students into the authentic practice of expert researchers. Furthermore, a goal of this hybrid e-learning environment is to empower learners to discover their own passion and research interests early on in their doctoral journey. The development of this hybrid e-learning environment was based on the following learning outcomes: a. To enculturate learners into authentic practices and culture of seasoned researchers. b. To understand the complexity of carrying out an empirical research in education. c. To develop a network of support with other researchers who share similar research interest and work effectively and efficiently within a team. d. To develop and conduct an empirical research study. e. To critically reflect on their actions and choices and use that reflection to inform their practices as researchers. f. To develop a long term research plan and agenda that the learner feels passionate about. As evidenced by these learning outcomes, learners are expected to master expert research skills and practices within different contexts in a way that encourages them to discover their personal research passion, interest, and agenda during their first year in the doctoral program. Hence, it is anticipated that the combination of the different pedagogical models discussed earlier will help learners reach those learning outcomes more effectively. The goals of this presentation are to (a) describe the design approach used to design the hybrid e-learning environment and the

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rationale for combining different models in the design; (b) illustrate how different pedagogical models can be applied to design innovative e-learning environments; and (c) persuade the audience of the effectiveness of combining different pedagogical models in the design of e-learning environments. This presentation will benefit instructional designers who are interested in innovative and grounded designs of e-learning environments. Moreover, this presentation attracts educators who are searching for new learning environments that engage learners in authentic, hands-on, and holistic learning experiences. Additionally, the audience will experience a prototype that combines the characteristics of different pedagogical models and how it has been applied in the design of an e-learning environment. The presentation will walk the audience through the design process using the sample e-learning environment created and how the different pedagogical models have been applied. Handouts illustrating the design approach used to develop this hybrid e-learning environment will be provided. To engage the audience, the matrix used to design the learning environments will be provided at the beginning of the presentation to prompt the audience to analyze the prototype as it is being demonstrated and to discuss whether these characteristics have been successfully integrated using the learning technologies. Furthermore, audience opinions and input will be solicited regarding the effectiveness of combining different pedagogical models in the design of comprehensive e-learning platforms.

A Year of Twitter Chats: What Did We Learn?

Melissa Venable (OnlineCollege[dot]org, US)

Abstract:

Lessons learned through implementation and analysis of a weekly Twitter chat (#IOLchat).

Extended Abstract

Twitter is a social media and networking platform that allows for both asynchronous and synchronous communication through 140 character user messages called "tweets." Individual accounts are free for users, no additional software or downloading is required, and access is possible on a range of devices, including smartphones and tablets. The features and functions can be used in an academic setting to connect with students as well as a diverse population of educators, authors, and leaders in your field of study (Venable & Milligan, 2012). Increasing in use in higher education (Titlow, 2011), the real-time options can take place in the form of one-on-one conversations, conference backchannel communication, and scheduled group events referred to as live Twitter chats. Twitter chats rely on the use of a designated hashtag (#) to filter participant contributions as part of a unified discussion (Venable & Milligan, 2012). OnlineCollege.org hosts a weekly Twitter chat (#IOLchat) that started in June 2011. The goals of this initiative include: community building, creating a networking space, and encouraging relevant conversations for online learning practitioners (i.e., students, instructors, administrators). The presenter serves as the chat moderator working with a social media manager to develop session topics, discussion questions, and related resources. The events are open to the public and explore a variety of topics related to online learning. Each live chat was archived using a combination of TweetReports.com and CoverItLive.com to create web-based transcripts. The presentation will include an analysis of the chat sessions taking place between June 2011 and June 2012 to present the following: • lessons learned in the administration of the events, to include recommended advanced strategies for implementation, • categories of topics covered, • demographics of chat participants, • analysis of tweets that make up a "conversation" during a live event, to include types of tweets (i.e., replies, retweets) and shared resources. The objectives of this presentation include: (a) an introduction to the format of a live chat on the Twitter platform, (b) results of analysis of Twitter chat archives, (c) examples of advanced chat strategies and (d) encouragement to participate in Twitter chats and consider hosting a new event.

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Session attendees will be asked to share their experiences with Twitter and live Twitter-based chats, and to recommend specific chat events to their peers. Attendees will also be encouraged to participate in session and conference backchannel communication through the use of Twitter and designated hashtags. References: Titlow, J. P. (2011, October 11). How scholars are using Twitter (Infographic). The Read Write Web. Retrieved from

http://www.readwriteweb.com/archives/how_scholars_are_using_twitter_info... Venable, M.A. & Milligan, L. (2012, March). Social media in online higher education: Implementing live Twitter chat discussion sessions. Retrieved from <http://www.onlinecollege.org/wp-content/uploads/2012/03/OnlineCollege.or...>

Tips for Design and Instruction of an Online Biology Lab

Carolyn Allen, (Palm Beach State College, US)

Abstract:

This presentation will describe how to develop an online biology lab by blending the use of pre-packaged lab materials with a course management system.

Extended Abstract

Many researchers have pointed out some of the shortcomings of traditional teaching strategies that emphasize students' acquisition of factual and conceptual knowledge in isolation of the context in which the knowledge can be utilized and applied (Collins, 2006). The apparent gap between factual knowledge, expert processes, and the context of learning that is present in traditional teaching strategies has led to the investigation of pedagogical models that can provide students with a more comprehensive understanding of the nature of expert practice and processes (Collins 2006; Dennen 2004; Johnson & Brierley, 2007). Examples of such models include Cognitive Apprenticeship (CA), Communities of Practice (CoP), and Personal Learning Environments (PLE) (Collins, 2006; Dabbagh & Kitsantas, 2012; Dennen 2004; Johnson & Brierley, 2007). The CA pedagogical model has gained popularity throughout the 1990s and 2000s as a strategy that allows for transparency between cognitive processes and concrete products (Collins, 2006; Dabbagh & Bannan-Ritland, 2005; Dennen 2004). This model adapts its instructional strategies from the more informal learning and teaching strategies that occur as apprentices learn from mentors specific methods for carrying out tasks in a domain (Collins, 2006; Dennen, 2004). Collins (2006) asserts that cognitive apprenticeship shifts the focus of learning from abstract acquisition of knowledge to the complex context and processes in which the knowledge is being used and applied by experts to solve problems and carry out tasks. The CoP pedagogical model is based on the notion that learning is a "process of being active participants in the practices of social communities and constructing identities in relation to these communities" (Wegner 1998: 4). A CoP consists of a group of practitioners with similar professional and disciplinary backgrounds who develop a shared repertoire of resources, experiences, tools, and ways of addressing recurring problems (Wenger 1998). Hence, interest in the CoP model for professional development that advocates relationship building, collaborative learning, sharing of knowledge and best practice, and networking among colleagues has been increasingly gaining attention (Buisse, Sparkman & Wesley 2003; Schlager & Fusco 2004). The concept of PLE represents a change in pedagogic approaches to learning and the traditional teacher/learner roles in a learning environment (Attwell, 2007; Dabbagh & Kitsantas, 2012; Johnson & Brierley, 2007). In PLEs, technology tools are integrated to support individual learning processes that can be personalized by the learners to match their individual needs and interests (Schaffert & Hilzensauer, 2008). Furthermore, PLEs provide learners with a set of tools to facilitate coordination of different contexts, thus encouraging learners to participate and engage with different communities and groups relevant to their personal professional interest and development (Attwell, 2007; Schaffert & Hilzensauer

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2008). The goal of this presentation is to describe the integration of the pedagogical characteristics of CA, CoP, and PLE as a framework for designing the hybrid e-learning environment. Hence, hybrid in this context refers to integration of different pedagogical models rather than different delivery models such as face-to-face and online. The learning need driving the design of this hybrid e-learning environment is the difficulty faced by newly admitted doctoral students as they adjust to their new roles and responsibilities as researchers. Although doctoral students go through a series of formal research classes and have the opportunity to work as graduate research assistants, there is a need to support the enculturation of new doctoral students into the authentic practice of expert researchers. Furthermore, a goal of this hybrid e-learning environment is to empower learners to discover their own passion and research interests early on in their doctoral journey. The development of this hybrid e-learning environment was based on the following learning outcomes: a. To enculturate learners into authentic practices and culture of seasoned researchers. b. To understand the complexity of carrying out an empirical research in education. c. To develop a network of support with other researchers who share similar research interest and work effectively and efficiently within a team. d. To develop and conduct an empirical research study. e. To critically reflect on their actions and choices and use that reflection to inform their practices as researchers. f. To develop a long term research plan and agenda that the learner feels passionate about. As evidenced by these learning outcomes, learners are expected to master expert research skills and practices within different contexts in a way that encourages them to discover their personal research passion, interest, and agenda during their first year in the doctoral program. Hence, it is anticipated that the combination of the different pedagogical models discussed earlier will help learners reach those learning outcomes more effectively. The goals of this presentation are to (a) describe the design approach used to design the hybrid e-learning environment and the rationale for combining different models in the design; (b) illustrate how different pedagogical models can be applied to design innovative e-learning environments; and (c) persuade the audience of the effectiveness of combining different pedagogical models in the design of e-learning environments. This presentation will benefit instructional designers who are interested in innovative and grounded designs of e-learning environments. Moreover, this presentation attracts educators who are searching for new learning environments that engage learners in authentic, hands-on, and holistic learning experiences. Additionally, the audience will experience a prototype that combines the characteristics of different pedagogical models and how it has been applied in the design of an e-learning environment. The presentation will walk the audience through the design process using the sample e-learning environment created and how the different pedagogical models have been applied. Handouts illustrating the design approach used to develop this hybrid e-learning environment will be provided. To engage the audience, the matrix used to design the learning environments will be provided at the beginning of the presentation to prompt the audience to analyze the prototype as it is being demonstrated and to discuss whether these characteristics have been successfully integrated using the learning technologies. Furthermore, audience opinions and input will be solicited regarding the effectiveness of combining different pedagogical models in the design of comprehensive e-learning platforms.

Using Google Docs to Promote Cross-curricular Literacy Development in Secondary Mathematics Courses

Katherine Wright (Texas A&M University, US)

Jillian Van Zandt (Texas A&M University, US)

Abstract:

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Document sharing technology can aid cross-curricular literacy development while supporting student learning and reducing teacher workloads. This presentation focuses on theory and practical implementation strategies.

Extended Abstract

As the current focus of education is often on test scores rather than student learning, many public school teachers do not emphasize the development of cross-curricular writing skills in their curriculum. With the inherent pressures of standardized tests and growing class sizes, the burden of assessing writing projects often makes them prohibitive. However, recent research has shown that developing strong cross-curricular writing programs can not only support content knowledge but also raise standardized test scores. Web 2.0 document sharing technology can reduce teacher workload while providing more scaffolding and instruction than traditional writing assignments. Using these programs, instructors can implement collaborative writing projects that will allow students to learn as they write. This presentation uses pedagogical frameworks such as Balanced Literacy, Gradual Release of Responsibility, and Lev Vygotsky's Zone of Proximal Development to support the implementation of cloud software in public schools. It also outlines action research from a middle school mathematics classroom using cloud technology to promote literacy development. At the conclusion of a public school education, students must be competent writers in real life situations. If learners are only completing writing assignments in English/Language Arts classes, they are missing opportunities to apply content knowledge in authentic circumstances. This need for real-world writing instruction is apparent in many corporations. Due to the growing use of technology in the workplace, casual communication frequently happens in writing (such as emails) rather than in conversation. Many professional firms have been forced to hire trainers and consultants to teach their employees proper written English (Davies & Birbili, 2000). Cross-curricular literacy programs in public schools have the potential to address this challenge. Recent studies have proven the correlation between strong literacy skills and standardized test performance. High school students who are able to infer purpose and context while reading exam materials perform better than their peers (O'Reilly & McNamara, 2007). Furthermore, analytical reading and writing skills can compensate for a dearth in content knowledge. Therefore, literacy development must be every instructor's concern, not just that of the English/Language Arts teacher (Visone, 2010). However, the United States federal No Child Left Behind Act of 2001 (NCLB) and the Elementary and Secondary Education Act have increased pressures on teachers, administrators, and school districts to "teach to the test" to ensure that student performance meets adequate yearly progress (AYP). While the stated goals of these acts are to provide equal education to all students and prepare them for college and a career, teachers see the immediate threat of state intervention, including the possibility of school closures, should their students not meet performance standards (United States, 2010). Furthermore, NCLB legislation does not define writing as one of the pillars of literacy. In fact, writing is only listed as additional subject matter to be tested if time allows. Many teachers are left feeling that there is little room to integrate cross-curricular literacy instruction into their course, especially in high-need areas where class sizes and the instructional loads of most educators have increased significantly in recent years. The use of "the cloud," web-based technology services, can provide schools with an opportunity to increase literacy and content writing skills while alleviating some of the pressures on instructors. Through cloud-based document sharing programs, students can work on collaborative writing assignments and the instructor can monitor individual contributions. Not only does this free teachers from the inherent stacks of grading, it also allows students to learn from each other and strengthen their writing skills. The goals of this presentation are to support the implementation of cross-curricular literacy development. We take into account the real-world dilemmas that instructors face - large class sizes, insufficient time for classroom preparation and grading, along with pressures of high stakes exams - and make suggestions for alleviating some of these stressors while better preparing our students for

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the 21st century work force. This presentation will offer both theory and practical application of document-sharing technology for content area classes. First, Balanced Literacy and Writing Across the Curriculum are outlined because these existing frameworks support the integration of cloud technology into public school curriculums. Katherine Landau Wright, PhD student at Texas A&M University, will put forward this section of the presentation. Secondly, Jillian Van Zandt, Master's student at Texas A&M University and mathematics teacher at Harmony Science Academy, will outline research supporting cross-curricular literacy development in content area classes. Specifically, she will comment on the need to incorporate writing into mathematics classrooms. Finally, Kyle Hines, mathematics department chair at Harmony Science Academy, will discuss action research using Google Docs in middle school mathematics classes and make suggestions for simple and practical implementation of cloud technology in secondary classrooms.

Student Success & Engagement with Virtual Synchronous Learning Sessions Using a College-wide Lecture Series Approach

Heather Zink (Rasmussen College, US)

Greta Ferkel (Rasmussen College, US)

Abstract:

A hybrid delivery model that creates a new type of learning community for online learners

Extended Abstract

Goals of the session: • Develop an understanding of blended learning opportunities for online students • Discuss strategies for implementing system-wide initiatives in academics • Discuss key components to engaging students in online synchronous learning sessions

As the result of a live lecture series approach to virtual synchronous learning sessions, Rasmussen College has improved both student success rates and student satisfaction in Q1/Q2 courses. As a new thought in our online programs, requiring the students to attend a synchronous class session, in addition to awarding credit for attendance, offers them an opportunity to interact with various faculty teaching the course, as well as their classmates from across the system. With the lecture series approach, we offer a group of sessions throughout the week taught by a select group of qualified Rasmussen faculty. Students are able to select a time that best suits their schedule, as sessions are offered 7 days a week, morning, afternoon and evening. With the same lecture presentation given throughout a given a week, students are able to interact with various faculty teaching a course, as well as their classmates from across the College, at a time that suits their individual schedule. During the presentation, I will discuss how we developed the process now implemented in eight high enrollment online courses where students tend to struggle. The use of a hybrid approach has allowed students to work on their own schedule while also becoming part of a virtual community of learners. The student response has been extremely positive, using words like 'interactive' and 'engaging' to describe the virtual lectures. The ability to have questions answered and receive guided instruction on specific assignments and course material provides them the tools they need to be successful when working independently on their coursework. There is a desire amongst the online student population for live interaction and Rasmussen is working to increase those opportunities for students. I will share the process for developing a lecture series, components of a successful online synchronous session, student feedback from the initiative, strategies for implementation at other institutions and our plans for expansion. Offering a variety of learning opportunities for students, especially those in the online modality, builds a student community, keeps them engaged in the course and improves retention, attrition, and overall satisfaction with the education experience.

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Web Based Course Evaluations: A New Way to Collect Data or a Transformative Opportunity?

Kurt Richter (University of North Carolina at Charlotte, US)

J. Garvey Pyke (University of North Carolina at Charlotte, US)

Abstract:

The transitional period created by moving to an online course evaluation system creates transformative opportunities for the university, whether intended or not.

Extended Abstract

Introduction The University of North Carolina at Charlotte began the first phase of a university-wide implementation of web based course evaluations during the spring semester 2012. In the preceding years, evaluations had been completed synchronously during face-to-face instructional class time, using paper-based forms (commonly referred to as "bubble sheets"). The new web-based evaluations are completed asynchronously online. While one might be tempted to describe this transition as simply a way of changing data collection methods, the project has proven to be much more complex, and several opportunities for transforming the teaching and learning culture have become apparent. This presentation will take a holistic approach to address the transition process—from getting initial faculty buy-in to embark on this project through all of the implementation issues faced to the plans for future phases of the evaluation project at UNC Charlotte.

Background & Context Student course evaluations at UNC Charlotte serve as a primary tool for summative evaluations of faculty teaching. Resulting survey data are used by department chairs and deans in decision making related to annual reviews of faculty performance as well as related salary, reappointment, tenure, and promotion decisions. The existing student evaluation system is a paper-based and includes both required and optional survey items. The student course evaluation system is directed through the faculty governance structure, through the leadership of the Faculty Council. Course evaluations have been traditionally conducted via paper-based surveys distributed and completed during class time. The completed forms are then collected by administrative staff in each of the academic departments, who in turn hand deliver the forms to the OpScan office for scoring. Results are available via e-mail and printed hard copy, with hand-written, open-ended comments manually entered into the final report for each faculty member by administrative staff throughout the colleges. The rapid growth of the university during the last five years precipitated concerns over escalating costs and inefficiencies related to the economies of scale of this system. To address the challenges associated with the ongoing implementation of paper-based course evaluations, UNC Charlotte began exploring the use of online student course evaluations as a replacement during the Fall 2010 semester to (1) determine whether ratings are comparable between paper and electronic formats, (2) assess response rates between paper and electronic evaluation formats, and (3) evaluate efficiency of resource use between paper and electronic formats. The results of the pilot study affirmed that there was no significant difference between paper based and web based course evaluations, and the Faculty Council approved a motion to proceed with a transition, college by college, to the new web based system, beginning in 2012. The Center for Teaching and Learning (CTL) was asked to lead the transition efforts.

Major Issues, Opportunities, & Results When the university had remained with the paper based model, faculty and university leadership rarely examined the process or the practices involved. However, switching to a web based course evaluation system has jump-started a concerted campus dialogue regarding just how we go about the business of evaluating courses. This, in turn, has led to several major opportunities: A. Creation of Course Evaluation Leadership Committees in Each College. Members of CTL met with the dean of each college to request that a leadership committee be formed to help implement course evaluations. Ostensibly, there were many logistical details to be determined, such as gathering the evaluation instruments from each department and ensuring each

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course had the correct instrument associated with it in the new web based system. However, these leadership committees went much deeper and began to examine evaluation questions for first time, uncovering policy issues regarding tenure and promotion, streamlining and revamping the process, and making instruments more consistent. B. Development of New Models of Professional Development. In the past, CTL had nothing to do with the process or practices: course evaluations were thought to be a personnel matter, strictly speaking, and not a part of professional development. Just as CTL was able to foster deeper dialogue about evaluation within the college leadership committees, CTL was also invited into the course evaluation space on the individual faculty level for the first time. This has been a valuable opportunity for CTL to go beyond the nuts-and-bolts approach of accessing the online system and work with faculty on how results can be used to drive course design decisions. CTL has conducted webinars, demo sessions, and 1:1 consultations, all of which emphasize the value to teaching that course evaluations hold for individuals. C. The "No Significant Difference Phenomenon" In Action. While instructional designers and instructional technologists may be well versed in the "no significant difference phenomenon," there remains some skepticism about online learning within the larger teaching community at UNC Charlotte. This project is a major opportunity to show the phenomenon in action, while faculty experience, firsthand, their students completing an "assignment" online (i.e., in the form of the course evaluations). This should lead to improved attitudes towards online learning. This aspect of the project is more difficult to attain but very important in the long term transformation of the institutional culture. Next Steps: Application for Those Attending This Session The "Technology and Emerging Learning Environments" conference track states that "the existence of new learning environments has a multitude of consequences - curricular, administrative, and pedagogic - as well as impacts on cognition - both individual and cultural 'habits of mind'." That is precisely what we have experienced in our project and we want to share that with colleagues from other institutions. Ultimately, the purpose of this session is to equip attendees with useful and practical strategies. We will examine the differences in campus culture that may drive the project design at the attendees' institutions and use small group brainstorming to generate ideas and strategies for implementation. Everyone will leave the session having produced ideas, in writing, for further exploration with their colleagues.

Developing Mobile Apps for Critical Thinking and Inquiry-Based Learning in Introductory IT Courses

Sajid Hussain (Fisk University, US)

Abstract:

Apply critical thinking models and inquiry-based learning techniques by developing mobile apps. Use mobile app development in introductory IT courses.

Extended Abstract

Context Due to the latest developments in mobile phones, several courses are developed to use mobile apps to maintain student engagement and to provide high quality academic rigor in a fun environment. There are several visual programming tools (e.g., AppInventor and GameSalad) to develop mobile apps for iOS and Android platforms. As these component-based and drag-n-drop programming environments are very easy and engaging, these can be used to train students for problem solving and critical thinking. Methodology & Results Mobile apps are developed to teach problem solving and analytical skills in introductory computer science courses. We use Paul-Elder critical thinking model to provide training for critical thinking and problem solving skills. Paul-Elder critical thinking model is commonly used at several institutions as a part of the QEP (Quality Enhancement Program) initiative, which is evaluated in the accreditation process. Critical thinking is defined as follows: "The intellectually disciplined process of

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actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." Scriven, M., and Paul, R.W., *Critical Thinking as Defined by the National Council for Excellence in Critical Thinking* (1987) The graphical representation of Paul-Elder Model is as follows: In Paul-Elder model, the intellectual standards (e.g., accuracy, depth, and significance) are applied to all the components (e.g., purpose, question, inference, concept, and assumption) of the problem. Then, the process is continuously repeated to enhance the rigor of intellectual standards for all the elements (components) of the problem. As a result, the students develop intellectual traits (e.g., humility, autonomy, courage, integrity, and confidence). We summarize the features and characteristics of the various aspects of inquiry-based learning that are incorporated into our courses as each of these pedagogical strategies develops different critical thinking and discipline-focused skills. For the purposes of definition, 'confirmation-inquiry' refers to a setting where the student is provided with the question, procedure, and solution in advance, and the student's role is to investigate the question by following the given procedure and reconfirming, or not, the solution. This inquiry-driven structure encourages students to critically review the given procedures and solutions in detail before repeating the procedure and testing if the same solution is obtained. In 'guided-inquiry', the student is only provided with the question, and students are guided by the faculty mentor as they select their own approach, make their own findings, and suggest their interpretations and conclusions based on those findings. Finally, in 'open-inquiry', students work on their own research question and problem, even though the guidance and training is provided. The intrinsic plan of the proposed courses is to incrementally prepare our students for open-inquiry by first leading them through confirmation-, structured-, and guided-inquiry elements. We have used AppInventor in several teaching courses and research projects. The AppInventor is introduced in an online course on "Introduction to Computing" for non-computer science students. In the past, the course contents were primarily based on MS Office and other related introductory tools. Now, with the addition of AppInventor, the students are able to design their own apps. We have also introduced Google Sites and Google Docs in the course. The students maintain their e-portfolios (websites) on Google Sites (free) and provide valuable tutorials and introduction to their mobile apps on their websites. The students share their apps with students on campus; the interest in developing apps is contagious. The AppInventor provides more focus on user interface and event handling as compared to traditional programming. The pedagogy component is also significant in developing these mobile apps. With the visualization of software components (e.g. variables, procedures, and event handlers), it is easy to understand the profound computing concepts such as object state, concurrency, and data abstraction. Further, as these apps are used to develop real life applications that are installed on the devices that are commonly used (phones), there was a sense of achievement in all the students. It was a rewarding experience to develop these mobile apps with these freshmen students of different programs and majors. The students are trained for critical thinking and problem solving skills as they designed and developed innovative applications. They used synthesis approach to create new apps using the given components. Further, they received immediate and interactive feedback, which assisted in improving their product; it shows the iterative process where their product was continuously evaluated and modified. Conclusion Visual Programming tools enable non-computer science students to develop mobile apps. By applying formal critical thinking models, it is possible to acquire critical thinking skills in a friendly environment. Most of the students showed the interest in developing apps, regardless of their major. It proved to be an excellent tool for student engagement.

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Learning Object Repository Becomes of Age - Reflecting on 13 Years of Faculty Development & Technology Applications

Deana Namuth-Couvert (University of Nebraska-Lincoln, US)

Ashu Guru (University of Nebraska-Lincoln, US)

Michael Fairchild (University of Nebraska-Lincoln, US)

Abstract:

Best practices and surprises seen in looking back on the first 13 years of a collaborative learning object repository, as well as future directions.

Extended Abstract

It all started in 1999 with two faculty members, a grad student, a computer programmer, a graphic artist and a small pilot grant to create educational resources on the science behind the emerging tools of biotechnology. Now, 13 years later and over a million dollar collaborative investment, the Plant and Soil Sciences eLibrary (PASSeL), led by the Institute of Agriculture and Natural Resources at the University of Nebraska, is a well-established global internet presence. The collection consists of 126 lessons and 116 animations in 3 languages and according to Google Analytics is accessed by over 262,746 visitors yearly. Contributions to date have been made by 46 content authors from 12 universities and 2 industry representatives. Three programmers, 5 graduate students, 3 instructional designers, numerous graphic/video artists and 2 educational researchers have been/or currently are an active part of the PASSeL team. Reflecting back on the history, the project leader and IT specialists will share some of the successful approaches established with this multi-institutional and multi-disciplinary project. In this presentation, you will gain insights into both technology choices and cross-disciplinary partnerships to consider in your own online projects to best meet the needs of your intended audience. Successful Approaches: The overall driving principle was recognizing and implementing a plan with vision and long term sustainability goals to meet tomorrow's educational needs, rather than focusing solely on the immediate needs. The PASSeL project brings together a group of visionaries from multiple universities and private industries in several countries, coupled with diverse funding resources. The core team represents disciplines in computer science, visual arts, life science teaching, life science research, applied science outreach specialists (adult and K-12), education research/evaluation/assessment and project management. 1) Defining the Audience / Need Carefully defining who the repository primarily serves has helped to focus efforts and resources of the project. 2) Content Experts The PASSeL project has involved science research experts who can provide the latest information on advances being made in the field/lab, as well as teaching/outreach experts who have refined skills on how to package such information to best reach the targeted audience. Additionally, PASSeL instructional designers have training/degrees in the science content being delivered. 3) Technology From the perspective of the system software development, the goal is always to let the learners and the content specialists define the requirements (i.e. feature set and the workflow which is needed). The development of our framework has been based upon these requirements as they have evolved. During these 13 years, at two places in the project life we evaluated whether we should use a pre-existing course management framework or create our own. The advantage of a pre-existing framework was its support from a community; however it was outweighed by the amount of effort it would require to modify the pre-existing framework to our workflow. We did not want to impose complex workflows to our end users and content specialists. We believe that this underlying principle has helped us in keeping the system as simple as possible. This has allowed PASSeL to present educational information to the end users in a manner that they experience a minimum cognitive load. 4) Evaluation / Assessment Another area of expertise on our core PASSeL team is in education research. Rather than just a simple survey to see how audience members "liked" the material or found it useful, we dive into learning styles and community

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formation theories to help in identifying the best principles in learning object development and utilization. 5) Funding For PASSeL, the initial funding came from an internal start-up grant from UNL and from there the next stage was competitive funding from the American Distance Education Consortium. ADEC provided both the finances and opportunities to work alongside other cutting edge online projects to help refine ideas. Since then funding has come from a variety of competitive federal agencies, such as NSF and NIFA-USDA, as well as industry partnerships. As with the technology choices, content needs lead the way in decisions for funding opportunities. PASSeL remains soft funded. 6) Permanent Director Key to the PASSeL program has been a project manager/director to oversee all of the various components and maintain communication between parallel efforts in order to minimize duplication of effort and maximize strengths of each contributing partner. 7) Milestones The learning object approach has been very beneficial in allowing end users and content contributors to tailor their own paths of learning and use of the materials. Since its inception in 1999, PASSeL has been the recipient of 6 national distance education awards and authored 45 peer-reviewed articles. Three online courses co-taught by faculty at multiple institutions have also formed from this project. 8) The future In order to provide the best learning experience for our users, we are always reevaluating our online learning system. In a recent evaluation, we discovered that there are many different communities that use PASSeL and they wanted a centralized place to communicate with other members of their communities. Our programmers responded by creating community portals where members of a community can share ideas, learning objects, and communicate via a forum. We also discovered that more and more teachers who use the community system also desire to teach classes via PASSeL. We are currently testing a new integration of a sophisticated learning management system (LMS) into PASSeL to allow teachers in those communities to create online courses in which students can be enrolled. The LMS will be configured to easily link course contents to PASSEL learning objects and allow for complex quizzes, tests, discussions and grading. We also continue to expand partnerships with content experts and education practitioners, including industry colleagues. PASSeL is currently involved with 4 different NIFA funded endeavors, 1 NSF grant and an industry collaboration. We are adapting materials to better meet the SMART phone user, as well as continuing to refine development strategies based upon our educational research findings on the best approaches to utilize learning objects.

Best Practices: Teaching Science Online to Military Members and Veterans

James Brown (American Military University, US)

Abstract:

Learn about the best ways to teach science including the laboratory component to actively deployed military or veterans who have just returned home.

Extended Abstract

Teaching college level courses to the military has always been a unique challenge. Adding science to the mix even make things more complicated. Most of your basic science courses have a laboratory component attached to it. Dr. Jim Brown teaches science online to the military using two different approaches to the laboratory. The American Military University, where Dr. Brown teaches as a part-time faculty member, uses a virtual laboratory approach for its basic biology courses. It relies on interactive, inquiry-based laboratory simulations and exercises to provide the lab experience. Ocean County College, where Dr. Brown teaches full time as an Associate Professor of Science, uses a lab kit (LabPaqs) to provide a hands-on "wet laboratory" experience. It enables students to learn science effectively and are academically-aligned, course-specific collections of science equipment that engage online students in traditional scientific experimentation almost anywhere. Dr. Brown will go over the advantages and disadvantages of both approaches. The United States military has been very committed to training and

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educating its service members. The Internet opened up many new possibilities to provide education; a "revolution" in accessibility. Many soldiers describe their deployment in combat in places like Afghanistan or Iraq as "moments of absolute terror surrounded by extended periods of boredom." The ability to pursue an online course provides a refreshing release and a healthy escape from some of the more frightening issues associated with combat. There are many unique issues to teaching online to members of the US military who are deployed in combat situations. Dr. Brown will discuss the value of flexibility in working with student-soldiers. Many times, expectations need to be modified so that they are reasonable given different circumstances. For example, deadlines are occasionally hard to meet when deployed. Issues with power outages, for example, are beyond the student's control. Likewise, deployed military cannot necessarily contact their professor during office hours due to time zone differences. Deployed students may find it helpful if the professor is available by phone and by Skype to accommodate these sorts of issues. The timing of quizzes and tests may need to be altered to provide deployed students with flexibility when needed. With respect to the veterans, making the transition to life back at home brings with it a variety of challenges, some of which are obvious and others less apparent. Among them, one must sort through the experience and education gained during military service in order to prepare for life's next steps. Technology now offers some fantastic tools that can enable even those deployed to work on long-term educational goals. The Post-9/11 Veterans Educational Assistance Act has opened up education to veterans like never before. Dr. Brown will share the statistics showing increasing numbers of veterans and active duty military personnel. Many of these students were deployed in remote areas of the world including Iraq and Afghanistan. The military made good use of the Internet to help military personnel to stay in touch with their families by improving morale with this new resource that allowed them to stay in touch. One student writes "Skype and Facebook are the main ways to keep in touch now. I still remember my first deployment when the only way to connect was two 15 minute phone calls a month and random emails and letters. We had 6 computers with internet for an entire base. Internet availability in theater has drastically increased morale and our ability to stay in school. Skype means a lot to everyone. It is one thing to hear a loved one's voice, it is another thing entirely to see them smile and the love in their eyes on screen right in front of you. Troops can now spend Christmas morning with their families and watch their kids open birthday presents." Dr. Brown uses those same tools to help with their education. The use of Skype brings you "face to face" with a deployed student. Dr. Brown will show examples of using Skype to demonstrate the how to use of an oil immersion lens on a microscope to observe bacteria. The Internet, Skype, and other technology has provided a wonderful opportunity for members of the armed forces to earn degree credit or even to complete a college degree while serving on active duty. In many cases this has become reality for those who are deployed in remote locations around the globe. It requires, however, that teachers and administrators become more flexible and empathetic to the special situations that the student-soldier may encounter. The results, though, include stronger individuals and a stronger nation- results that Dr. Brown says "he is proud to foster." Dr. Brown will share the results of course-level assessment comparing his students who take the exact same course face-to-face compared to those that take it online. Indeed, teaching science online and directing laboratory experiences from the other side of the world have now become a reality.

Tweet by Tweet: Mastering the Disruptive Paradigm of Twitter Through the Use of Mobile Apps and Online Resources

Emory Craig (The College of New Rochelle, US)

Abstract:

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An exploration and analysis of resources to support the effective use of Twitter and its integration into online learning environments.

Extended Abstract

This presentation will examine the challenges raised by integrating Twitter into the online learning environments and review a set of resources that participants will be able to incorporate into their own work. If online learning frees us from the walls of the physical classroom, Twitter might be seen as a platform that breeches the walls of the virtual classroom. While other Web 2.0 technologies have been adopted by faculty, Twitter offers a far more challenging paradigm, an unstructured discourse that thrives on both continuity and difference, on one-way and two-way connections, that incorporates both purposeful statements and random connections and juxtapositions. Unlike the ubiquitous discussion forums found in our learning management systems, Twitter is a radically fluid environment that can offer real-time results, a wide reach and direct feedback - but not always in a format most useful for learning and assessment. As faculty, instructional designers and program administrators, the challenge is not simply how to use Twitter to engage students, but how to develop, manage and assess the multiple Twitterstreams created in an online course. In and of itself, Twitter doesn't provide the tools to accomplish these goals but a growing suite of Apps and Websites can provide the resources that faculty need. This presentation will explore, highlight, and analyze effective Twitter-related resources, including mobile apps, browser-based options and integration tools such as the following:

- Visualization and geomapping tools including TweepKey that offer users a graphical view of their followers and the wonderfully named Tweography that plots a user's tweets on a map. These visualizations are helpful to students and faculty in online courses where the participants are dispersed over a wide geographical area.
- Real-time monitoring tools such as Monittir, Twazzup and Hootsuite that provide an enhanced interface for tracking current tweets (in some cases, on multiple topics). This helps faculty incorporate real world topics into teaching and assignments to increase the relevance of course content.
- Simple assessment tools such as Tweetburner that provides faculty with tracking results for URL's that are shared with students. A fundamental assessment challenge with Twitter is that the service does not let users view tweets older than about ten days; however, services such as AllMyTweets allow one to see the last 3,200 tweets of any user as long as their Twitter name is known. AllMyTweets provides a more readable display that can provide the basis for peer evaluation of student work on Twitter and/or assessment by faculty. For records of the frequency of student engagement with Twitter, faculty can look to an app such as TweetStats which provides the total number of tweets per day/month for a user along with a word cloud and the user's top five terms.
- The presentation will conclude with selected Twitter hacks that are useful for faculty to have in their arsenal. Both Timely and Buffer are widely used by frequent Twitter users to schedule the publication of tweets so that they have maximum impact; but they can also help faculty manage their workload so that they are not having to engage with Twitter entirely in real time. Both students and faculty will benefit from an app such as Quip, the newly released app for the iPad that contextualizes a user's Twitter timeline, grouping tweets and replies and delivering conversations in readable, chronological order. Finally, TweetBeep can provide alerts from a Twitter stream based on key word, a feature that may be useful in providing real time support for students when needed. Given the fluid situation with Twitter and the fact that it has occasionally revised both access to its APIs and its terms of agreement with outside partners, not all of the above apps may be available at the time of the presentation. However, equivalent apps will be covered and the fluidity of the developer situation with Twitter is a reminder for those engaged in online pedagogy - which the suite of tools available to us is constantly evolving, requiring that we adapt to changing circumstances and continue our own role as learners in the digital environment. The presentation will incorporate group discussion and tweets throughout the session to gather additional suggestions of apps and browser-based tools to enhance the pedagogical use of Twitter in online courses. It will conclude with a

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summation of the participants' current use of Twitter and their assessment of how these resources may enhance the integration of Twitter into online teaching. A complete list of recommended apps and Twitter add-ons will be shared with session participants by the end of the conference.

A Research Based Approach to Improving Social Pedagogy Online

Marni Stein (Columbia University, US)

Sean York (Pearson, US)

Abstract:

Findings outlined from groundbreaking research aimed at identifying pedagogical design, approach and technology factors that impact social knowledge networking in blended and online graduate programs.

Extended Abstract

Columbia University and Pearson eCollege are collaborating on a unique long term study of how knowledge is absorbed, transferred, applied, expanded, and networked in online and blended programming and courses that are highly social by design. Through social graph analysis and virtual ethnographic method, the study tracks the entire program career of the first cohort in a 16-month, low-residency online masters program offered through Columbia's School of Continuing Education on the Pearson eCollege platform. Presentation themes include a robust discussion of the topologies of social knowledge networks that have emerged during the program; rough findings related to design, instructional, and platform technology factors that seem to influence (both positively and negatively) the spread and swell of ideas; and insights related to possible correlations between social engagement, connectedness and student performance. The session will focus on study design, instrumentation, and preliminary findings. Through this presentation we hope to generate awareness of networking research in the space of online learning, and the emerging role of social knowledge networking as a critical dimension of the learning experiences provided through graduate level educational programming. Presenters will highlight ongoing work on the development of pedagogical good practice, design strategies and social platform tools aimed at encouraging learning networks, and will encourage discussion around implications for next-generation blended and online program, course and instructional design.

Moving Case Studies to an Asynchronous, Online World

Brigham Taylor (Brigham Young University - Idaho, US)

Jim Croasmun (Brigham Young University - Idaho, US)

Abstract:

How a business department's distrust of asynchronous, online case studies melted away by implementing 7 critical design concepts.

Extended Abstract

How do you effectively teach case studies asynchronously and online? When faced with the challenge of moving the case study method to the online world, and incurring a backlash from on-campus professors, see what one university did to tackle those problems by using a unique design approach and cutting edge technology. This practical presentation will focus specifically on how a business department was charged with putting a bachelor of Business Management degree fully online where the face-to-face case method was critical to the degree. How do you teach the case method online without losing the face-to-face effectiveness of discussions, decisions, and instant feedback? How do you meet the same

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outcomes? How do you ensure authentic assessment? Seven critical design concepts were used to successfully achieve the learning goals: preparation, decision-making, immediate response, asynchronous video discussion, feedback, instructor guidance, and peer evaluation. These design methods in combination with the needed tools - Harvard Business School cases, YouSeeU technology, and an LMS - brought the solution to life. The final product is summed up by one professor's exclamation, "This will be more effective than my face-to-face class!"

Promoting STEM Majors Through a Blended First Year Experience Course

Melissa Johnson (University of Florida, US)

Abstract:

This presentation includes an overview of a blended course developed for first year STEM majors. Examples of course modules and projects will be shared.

Extended Abstract

STEM majors and careers continue to be a hot topic across the country - in research, practice, and newspaper headlines. The purpose of this presentation is to describe one model of promoting STEM majors through a 1 credit blended course for first year honors students. Modeled after an honors first year experience (FYE) course open to all majors, the course was designed to promote involvement among STEM majors in undergraduate activities such as research, internships, and global experiences. The course was offered for the first time in this manner during the Fall 2011 semester. Originally conceived as a face-to-face course, the course was reconceptualized to push course content online, while focusing on activities and discussions in the classroom. In the model FYE course which was open to all majors, it was challenging at times as an instructor to cover enough aspects of undergraduate involvement to cater to a variety of majors during a class that only met for 50 minutes each week. During the research presentation, for example, there were often so many individual questions from students about how they could take advantage of research, that there was little time to cover broader issues in undergraduate research. Students not interested in research, or who had their questions answered already, were less engaged at times during the class period. As a result, I decided to create a major-specific section of the FYE course. STEM seemed like a logical grouping, especially considering the interests in engineering and science / health-related fields by our first-year honors students. Once the major theme had been selected, I thought back to the challenges I had faced in the original course. Might there be a way to help students work through our course topics in a way that would directly address their unique interests while still preserving class discussion time? Creating a blended version of the course was the answer. I created weekly guides online to help students navigate topics such as resume development, interview skills, communicating with faculty, identifying potential mentors, and interpreting degree audits for their majors, in addition to modules on undergraduate research, internships, and global experiences. These guides allowed students to research areas of interest related to that week's topic, as well as ask questions that I could answer via the comments feature in the course management system. Each guide was completed the day prior to the class meeting time in order to give me time to compile common questions or themes to address during class. The guides also include a reflection of the previous week's topic, so I was able to see how students planned to apply what we had discussed online and in class. Every week students identified the resources they had discovered on each topic using a common course tag on the social bookmarking site, Delicious. Students then could review all of the resources compiled by their peers by searching for the course tag on Delicious. Throughout the semester, students developed, reviewed, and edited an online mind map which included their goals for involvement in various opportunities that they had tagged. Examples of opportunities listed on the mind maps included NSF Research Experiences for Undergraduates programs, research with professors on

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campus, internships with engineering companies, physician shadowing, and health-related volunteer work. Private links to their online mind maps were posted in discussion groups in the course management system for peer reviewing sessions. Based on their peers' feedback, students were able to edit their mind maps up to three times during the term. Feedback at the end of the term was promising. While students noted that the course was a lot more work than they had anticipated for a 1 credit course, they felt that the work was worth the effort as it was very relevant to their goals as a STEM major. They could see the connection between the content in the online guides and opportunities they thought were important for a STEM major to pursue. Most of the students felt that the mind maps were a beneficial way to visualize their goals for involvement and appreciated the level of detail they were required to submit with each iteration. While a follow-up survey with the class is in development, anecdotally, I know that more than a third of the class has started a research project with a faculty member, one has secured an NSF REU project for the summer (as a freshman), and several have gotten involved with leadership opportunities in their engineering disciplines. The ability to focus on STEM majors, as well as the blended learning environment, played a major role in the success of the course. This presentation will provide an overview of the STEM course, including the syllabus, an example of an online guide, and mind map examples (provided with permission of the student). Participants will discuss other ways a blended approach might work, not just for STEM majors, but also for other first year experience type courses.

A Research Study in Implementing a Complex Experiential Program Online

Thomas Ermolovich (Northeastern University, US)

Abstract:

A research study in implementing a complex experiential online program is presented along with results and implications for faculty, program directors and administrators.

Extended Abstract

My proposal is a research presentation that summarizes and highlights my doctoral thesis work in obtaining my EdD degree in October of 2011. The title of my thesis is "Online Experiential Education for Technological Entrepreneurs." This work is at the intersection of entrepreneurship education theory and online education theory. For the purpose of this presentation and in order to appeal to a wider audience, the emphasis will be more on online education and less about entrepreneurship. This study involves implementing a complex, highly interactive experiential program in the online modality. As wider, more general audiences listen to the presentation, they will be able to relate to their own experiences in using project teams and experiential education in their online courses. Having just completed 11 online courses as part of my doctoral work, I understand some of the difficulties in using student project teams online. Context: Technological Entrepreneurship is both an art and a science. As such, the education of a technological entrepreneur requires both an academic and an experiential component. In teaching the art of technological entrepreneurship students are presented with an ill-defined set of highly interactive problems to solve which are representative of the real world. One form of entrepreneurship experiential education is creating real new ventures with student teams. When these ventures are created in an online modality, students work in virtual teams and never meet each other face-to-face. The impact of working in a 100% online environment with a focus on experiential learning was unclear and needed investigation. This study explores the processes that these virtual teams undertook to start new ventures and how these students established a sense of community, created a culture of trust and resolved the conflicts that are inherent in creating a new venture as well as in online project work in general. A cohort of 17 master's students in an online technology commercialization program was studied for one year by tracking their steps from idea generation to the

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creation of a business plan. Since the problem being explored was unknown and crossed multiple disciplines, grounded theory was used. At the end of each of the program's four quarters, students were interviewed and given a survey to measure their sense of community and satisfaction. The highlights of this data will be shared with the audience. At the completion of the program, the students produced a business plan and were evaluated by their instructor and also by a team of three outside reviewers who are business executives experienced in entrepreneurship and technology commercialization. Research questions: The research questions guided the exploration of the student's behavior and their creation of processes in the online environment. To study their behavior, the question "How do online student teams participating in the development of an entrepreneurial venture online (a) establish a sense of community, (b) create and develop a culture of trust, and (c) resolve conflict?" was used. To study the processes they developed, the question "What processes do online student teams undertake in the development of new entrepreneurial ventures?" was used. Results: 1) Experiential education of technological entrepreneurs can be delivered effectively in an online modality. 2) Experiential education is a motivating force. 3) Complex tasks can be accomplished by teams in an online environment.

Key Learnings:

- 1) Student attributes and experience are key attributes to an experiential program.
- 2) Synchronous technology can mitigate problems associated with distance learning.
- 3) Extreme distance is an issue.

Tools: The research project used the latest collection of online collaboration tools which should be of interest to the audience. Some tools were suggested by the instructor and others were obtained by the students through their own initiatives. Conclusions: The results show that a program that was once thought to be too complex and too interactive to be implemented online was effectively delivered. This has several implications. For entrepreneurship education programs, this success will enable the creation of online programs which will extend their reach to students who could not attend an on-the-ground program. For online programs in general, the results show that highly complex interactive programs should not be thought of as restricted to the on-the-ground modality thus opening more business opportunities for institutions and more educational opportunities for students. Session Outcomes: Faculty, program directors and administrators will be stimulated to reexamine perceived barriers to implementing online programs where there is a strong need for interaction among students and faculty. Benefits: There are three constituents who may benefit from this presentation: Faculty, program directors and administrators. Faculty who do group projects online will further their knowledge about the use of student virtual teams. Program directors will be encouraged to add experiential learning components to the online programs. Lastly, administrators may be able to see how they could remove some barriers to implementing complex online programs that were previously put on hold due to their complexity. Uniqueness: The study represents the culmination of five years work in both experiential and online education. It is unique in that a cohort of online students were studied at a very detailed level for a year using grounded theory thus providing an opportunity to develop insights from student behavior, attitudes and satisfaction. Presentation strategy: A PowerPoint slide presentation will be produced. The plan is to engage the audience through the presenter's enthusiasm for the material, walking through the audience and through the use of interactive questions polled through the use of PollEverywhere.com The objective is to add some fun to what could be a dry topic for some.

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Creating and Implementing Educator-Created Videos, Tutorials, and Quizzes

John Shawler (Credo Reference, Ltd., US)

Abstract:

Learn how to create engaging videos, tutorials, and quizzes for blended or online learning environments.

Extended Abstract

More and more, educators are being called upon to create instructional material in accordance with institutional initiatives for information literacy. Whether in a blended or fully online curriculum, librarians and faculty are often challenged to create online content for their students. However, educators are sometimes at a loss as to how to find appropriate software to create materials, and how to implement a scalable workflow. The first part of this presentation will be an interactive discussion about the common issues librarians and faculty face creating their own videos and tutorials. The second part will be an overview of free and commercial software options that are available to educators to create interactive videos, tutorials, and quizzes. The third part of the presentation will discuss best practices, strategies for workflow, and real-world examples of implementation, followed by a question-and-answer period. Follow-up material related to the examples, best practices, and an overview of the discussion will be archived on Libraries Thriving, a free educational online community (www.librariesthriving.org), for librarians and faculty. Upon completion, attendees will be able to evaluate and select software that will meet their creation needs, and implement a scalable workflow to create videos, tutorials, and quizzes that meet their institution's goals for information literacy.

Integrated Multimedia-Technology Design for Lecture-Capture Classrooms

Don Merritt (University of Central Florida, US)

Abstract:

How would you design a lecture-capture classroom? UCF details their current design and reflects on lessons learned and future plans.

Extended Abstract

A few years ago the University of Central Florida (UCF) adopted the Tegrity lecture-capture system as the lecture-capture standard for the university. UCF's Office of Instructional Resources was tasked with designing and building a classroom to meet the needs of lecture-capture faculty and students. Of particular importance in this design was the faculty's comfort with using the classroom technology, capturing student participation in the classroom, and replicability of the design across the institution. This presentation will describe UCF's lecture-capture classroom designs and technologies in detail, with diagrams and equipment lists. We will also discuss strengths and weaknesses with the design and plans for future modifications based on faculty and student feedback. We will also share any relevant info gleaned from a human factors review of the control system begun in the summer of 2012.

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A Course Project with Social Impact

Fred Aebli (Penn State University, US)

Abstract:

Learn how to run a student venture project that has a social impact.

Extended Abstract

Many times projects are run in courses that are directly mapped to various learning activities. These are often necessary for learning and understanding large concepts. Having a student work within a project environment has many benefits but there are times when a student has little interest in the project the instructor assigns. How can you get students to become excited about a course project? Over the past several years, I have worked with a project concept that gets students excited about a 'venture idea' that is of their own choosing. In these course projects students identify a topic they are interested that has a social cause in their own community. Projects have included creating awareness for diabetes through a rock concert series, a middle school anti-bullying campaign, a program for collecting and distributing unwanted elementary school uniforms, a company to help average households go green and a number of others. During my presentation I will introduce the audience to a process that they can adopt in their own courses to provide a framework to do the same. The documents and templates that guide this project will be made available to all conference attendees and can be duplicated using Google Documents or traditional Microsoft Office tools. The approach is comprised of several phases to include Team Construction (unless a solo project), Brainstorming, Action Plan development, Plan Presentation, Venture Time, and Wrap-up. This process can be applied to one student or a team in resident, hybrid, or online learning environments. Using an example scenario of a prior student venture social impact project and provided document templates, I will engage the audience using a few of the same techniques we use in the learning environment to stimulate the thought process. Beginning with the first phase, Team Construction (if this is run in a team mode) faculty poll the class by asking "Do you want to lead this project?" Using a provided template, students are asked to provide information that helps the instructor craft a team. The second phase is Brainstorming where the class begins a unique aspect of this project. Here students flush out their interests and passions and see where they overlap in order to determine their venture idea. When you identify this, it becomes a wonderful catalyst that propels the project. Students follow a worksheet to raise visibility of their passions, interests, problems in their community, and people in their community who need help. By populating a simple matrix, students identify common ground they have with one another and it lays the foundation for selecting a topic they are interested and passionate. The third phase is the development of an Action Plan comprised of several key parts of the venture including, goal setting, project timeline creation, thoughts for sustaining the venture, and the venture budget. Using the provided guidelines and worksheets, students build out their plan. Students are provided a worksheet that allows them to focus in on their venture idea based upon their brainstorming efforts starting with defining their goals. Goals are created using the SMART (Specific, Measurable, Actionable, Realistic, and Timely) technique. I will present several examples of this worksheet and engage the audience in this key exercise. The next step would be to create a timeline of project tasks and events that will take place. This particular area is where an instructor can provide a specific timeframe that works within the class window and ensure the students can make progress during the course. A provided template guides students along and forces them to break the project up and not try to do it all at once at the end of the project and get overwhelmed. Once a timeline containing the tasks and events is created students begin to focus their thoughts on how to sustain their venture idea if they were to pursue it beyond the boundaries of the classroom. Sustainability, in the context of this project, essentially means how the venture idea can keep going in the community over time. Some sustainability plans include thoughts on how to hand it over to local community organizations. The last part of the Action Plan has the students build an initial budget for

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their venture. During this part of the presentation, I discuss a variety of ways students have acquired help to actually go forward in their venture. With these parts assembled, the team is ready to submit their plan and start their venture. Upon receiving the Action Plan, the instructor reviews all assembled pieces and provides feedback. It is now time to launch the venture! During the Venture Time, instructors will request short venture status updates. An effective way to capture this is a simple Google Form that will be demonstrated in the presentation. Lastly is the Wrap-up, where students submit a summary report on how the venture succeeded, failed, or still underway. This can also be a short video, uploaded to YouTube, where students reflect on the experience and report back on how they have made the community better. In summary, the presentation described above will give the audience member a different approach to a course project that has a social impact that may change the way a student views their community. Over the years, I have seen students significantly moved as they learn they have the power to make an impact in their own community and possibly build a startup venture doing something they love.

A Learning Environment Incorporating Health Management Applications and Social Networking Services for Health Promotion and Academic Achievement

Ya-Chin Chuang (National Cheng Kung University, TW)

Abstract:

An incorporated cloud environment of health management applications and behavior modification strategies is proposed to improve students' physical activities and academic performances.

Extended Abstract

1. **Presentation Description and Goals** This research presentation will include 25 minute oral presentation with slides and 5 minutes for Q&A with the audience. The presentation aims to introduce a cloud learning environment incorporating health management applications and innovative course programs, and to investigate how it, combining with behavior modification strategies, affects students' behavior. It is hoped that students' physical activities and ultimately, academic performances, will be improved.
2. **About the Study 2.1 Context and Problems** Studies in clinical medicine have demonstrated that dopamine, serotonin, and norepinephrine produced through actions help stabilize emotions, enhance memory, and improve concentration (Praag, 2009; Ratey & Hagerman, 2008). In other words, the neurotransmitters released when students increase their physical activities will make students more concentrated and stabilized, and hopefully achieve satisfactory academic performance. Based on this hypothesis, students' healthy behaviors may have a direct effect on their concentration and emotions, which will further affect students' academic performance. Hence, exploring the impact of physical activity on academic achievement is the first goal of this research. Many models in behavior science, especially the Transtheoretical Model (Prochaska, DiClemente, Velicer, Gimpil, & Norcross, 1985) describes, explains, and predicts the relations between individual behavior and health. It also assumes that by adopting strategies and changing behaviors, participants are able to achieve improvement in intention and perception of behavior change. Studies (Matthews & Moran, 2011; Pekmezci, Barbera, & Marcus, 2010) have pointed out the positive effects by using Transtheoretical Model to improve behavior and health. However, a review of the literature shows that research methods used to measure students' physical activities and energy consumption mostly include self-reports, interviews, and diaries. They are low cost, but the accuracy of these retrospective and subjective reports may be reduced because of memory limitations and they can also increase memory burden (Liu, 2010). The accuracy of objective methods such as TriTrac-R3D triaxial accelerometers or pedometers are high, but they may be

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expensive and not applicable to every types of activity. Hence, for long-term use needs, an appropriate and convenient measurement tool is crucial to increase reliability and validity of studies like this. Therefore, the second goal of this study is to apply an easy-to-use and affordable accelerometer and explore its impact on physical activity behavior. In addition, according to an official survey on the exercise habits of high school students in Taipei area conducted by the John Tung Foundation in 2010, the top two reasons for students not to exercise include "I am too busy to exercise" and "I can find no exercise partner." The top two reasons for them to exercise are "exercise helps me maintain my health" and "exercise allows me to get together with my friends and classmates." These indicated that peers can be an essential motivation for students in Taiwan to take part in exercise and physical activity. Hence, the third goal of this study is to design an online community game and explore its impact on physical activity behavior.

2.2 Method Participants of the study were randomly selected from 2 first-year classes in a girls' senior high school in Taipei. Each class contained 45 students; making 90 participants in total. One class served as a control group (C), and the other students in the experimental group (E) received behavior modification strategies (including online community games). The independent variables were behavior modification strategies, while the dependent variables were students' physical activity behaviors and academic performances. This study adopted a pretest and posttest quasi-experimental design. Two classes met once per week for a 50-minute session. The duration of the experiment was 12 weeks. For both research groups, students completed two tests, including a demographic survey and an International Physical Activity Questionnaire (IPAQ) as pretests at the beginning of the semester (week 1). Afterwards, they completed the same two tests and interviews as posttests during week 12. The interviews were conducted in groups for about 15 to 20 minutes. Both research groups wore the same accelerometers for 24 hours and uploaded their biophysical signals to a cloud health management system every day. Students were divided into eight 7-person heterogeneous groups to conduct all class activities. However, unlike the control group, the participants in the experimental group were taught six behavior modification strategies and played two online community games. Topics of the six behavior modification strategies every week were cognitive change strategies, goal setting, self-efficacy, behavioral change strategies, decisional balance, and problem solving skills. After six weeks, the experimental group was assigned a task of collaboratively achieving goals of walking 400,000 steps in week 7, and consuming 100,000 calories in week 8.

2.3 Expected Results It is hoped that through the current study, students' physical activity behavior and academic performances will be improved. In terms of social efficiency, as soon as students know how to strengthen their health care management, costs of health care will be reduced. In addition, the study will also contribute to existing literature on the relations between students' abilities of health management and academic performances.

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Changing the Dynamic of Engineering Education Through Technological Advancements in Classroom Training Tools

Craig Scott (Morgan State University, US)

Yacob Astatke (Morgan State University, US)

Petronella James (Morgan State University, US)

Abstract:

Changing the dynamic of engineering education. Out of the laboratory and into the world. Where can online courses take your program?

Extended Abstract

CONTEXT: Trends in higher education for the past 10 years have shown that enrollments in online courses or online degree programs have been growing substantially faster than overall higher education enrollment. One discipline that has lagged behind all others in the development and delivery of online education is engineering. While close to 320 engineering schools in the US have received accreditation from the Accreditation Board for Engineering and Technology (ABET) for their undergraduate programs, only two institutions offer undergraduate engineering programs that are almost completely online. However, the students in these programs are required to attend face-to-face (F2F) on-campus laboratory sessions. Recent trends indicate more engineering programs are adding online components to their curricula. Notwithstanding, the main obstacle impeding complete program adoption is that most engineering curricula require intensive hands-on laboratory components, that can be challenging to implement and deliver completely online. In this session, we are compelled to share a unique approach to solving this lingering problem through the use of existing tools and easy to implement procedures. The outcome of this session is to enable the conference attendees to duplicate and expand upon the procedures discussed within, and to offer more courses and programs, in disciplines that share the need for online laboratory exercises. PROBLEM APPROACH: One possible breakthrough lies in the successful and effective use of inexpensive, highly portable instrumentation to facilitate these hands on laboratory requirements. The Mobile Studio hardware and software platform have been shown to create an enriching laboratory learning environment to accompany the F2F learning modality. Over the past ten years, we have been conducting experiments involving entry-level electric circuits and digital logic courses in electrical engineering, to determine how to engage students using an online format. These courses expose the student to the various methods and models used to analyze electrical behavior in elementary analog and digital circuit configurations, respectively. The two F2F courses are now taught with a combination of lecture and hands-on experiments that are conducted using the Mobile Studio IBoard™ technology and pedagogy. This approach allows learners to verify and better understand theoretical concepts without the need to wait for a separate laboratory session, possibly held on another day. As an extension of this pedagogy, we are incorporating a blended online approach highlighting the combination of asynchronous mode delivery for learning theory and synchronous mode delivery for conducting the interactive laboratory sessions. Consequently, an online program targeted toward completing the second two years of an undergraduate electrical engineering degree program has been piloted, and is being offered as a first of its kind. The two-plus-two approach avoids the need for an institution wide conversion of all required education courses. All online course builders and

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instructors are required to complete an on-campus certification. All online courses conform to Quality Matters™ (QM) Rubric standards. This rubric outlines many of the accepted practices for teaching online courses. RESULTS: The results of our two pilot courses are very encouraging. Pre-course training on specialized laboratory equipment and software is important to keep the pace of online learning, manageable. The success of students enrolled in online or hybrid courses is strongly dependent on the background of the student and their commitment to the course. Average GPA in the online courses showed a marked improvement over the F2F courses. The students who performed poorly in the online courses either fell behind in completing the course work or missed a lot of weeks of coursework. To ensure student success, those seeking to enroll in an online section must have a cumulative GPA of at least a 2.0. This policy is an attempt to identify those students that may not possess the self-efficacy traits or study skills, needed to master an online course offering. During the summer, we have found our online courses offer a unique opportunity to give students an extra opportunity to stay on track and meet their graduation goals. Students are able to complete more courses over the summer, resulting in synchronizing larger cohorts of upper-class students. Our findings relating to program implementation indicate the most salient issue facing course builders, was the extraordinary time commitment needed to complete course certification. This issue is eased by having the course builder work closely with the faculty associated with a specific course. The final product of this collaboration is a strong and smooth transitioning to a modular online course. On the other hand, this teaching option has great appeal to working professionals, in that it affords a greater degree of flexibility by not having to meet and commute at scheduled times during the course of a week. In this session, we will detail the curriculum changes, modifications in the formats of both laboratory and non-laboratory courses, the recruiting and certification process for faculty teaching these courses, and student and faculty evaluations of the online delivery process. The session will feature an interactive live remote laboratory exercise including the demonstration of various approaches to formative and summative assessment methods to accompany a laboratory session. In addition, video recordings of the lab preparation instructions and a demonstration of an interactive lab session will be available on the conference website. This session should appeal to educators that are considering an online laboratory option in their respective fields. Although other higher education institutions are using both inexpensive portable instrumentation, and whiteboarding/videoconferencing software for similar applications, to the best of our knowledge, we are not aware of anyone who has combined both technologies to offer engineering undergraduate courses completely online. This new approach represents a major paradigm shift in the way higher education institutions can approach online engineering education. We hope that it will open the door to many students who are candidates for joining the science, technology, engineering and mathematics workforce. As a result, we can conclude that conducting a fully online undergraduate Electrical Engineering program appears to be viable and that these efforts may help to lead the way in establishing this discipline as a competitive online undergraduate program alternative.

Educating Through Web Conferencing: Effective Instructional Strategies and Best Practices

Matt Rietschel (University of Maryland School of Nursing, US)

Kathleen Buckley (University of Maryland School of Nursing, US)

Abstract:

This session describes strategies on how to effectively utilize web conferencing and to create a students' social presence in developing an online community.

Extended Abstract

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Research in online education consistently emphasizes the importance of interactions between the instructor and students as well as student-to-student exchanges in supporting deeper and more meaningful learning opportunities, improving student satisfaction and retention rates, and building learning communities. A technology to encourage online interaction is web conferencing through which faculty and students are able to have face-to-face voice and video contact via webcams in a virtual classroom over the Internet. The increase in availability, ease of accessibility, and improvement in reliability of web conferencing systems now allows instructors to choose it as a means of conducting virtual classes and meetings with students. The systems have become easier to use, and there is no longer a steep learning curve required for faculty/student use. Further, web conferencing software and required hardware have become more economically viable and user-friendly. The purpose of this session is to describe effective instructional strategies and best practices in the use of web conferencing for higher education programs. Although the use of web conferencing technologies in higher education is expanding, there is little in the literature about how to best use the technology for instructional purposes. Web conferencing offers a variety of advantages over other modalities of online instruction provided that certain instructional practices are put into play. One advantage of this mode of synchronous audiovisual interaction is the creation of social presence among students, which reduces feelings of isolation and supports student social connections that facilitate the development of a learning community. With appropriate instructional strategies, web conferencing easily lends itself to a teaching philosophy based on constructivism and student centered learning. Finally, the technology has the ability to provide additional opportunities for evaluation and mentoring of students.

Tutored Formative Assessments to Improve Learning

Angie McAllister (Apollo Group, US)

Abstract:

How adaptive formative assessments improve learning and strengthen faculty insight

Extended Abstract

Introduction and Background In July 2011, the Adaptive Learning Engine Team released alpha versions of Tutored Formative Assessment (TFA), Personalized Study Guide (PSG), and Faculty Dashboard to a select group of University of Phoenix (UoP) faculty and deans. This release yielded affirmation that these personalized learning products were worthy of wider release to students at UoP, as well as a number of revision suggestions that the team used to improve the products. Between 22 November 2011 and 16 January 2012, the beta versions of TFA, PSG, and faculty dashboard were piloted in one section of ECOP561 (Economics), facilitated by Dr. Bill Berry, Director of the School of Business. The pilot course was offered to graduate business students free of tuition and resource fees with the agreement that they participate in individual interviews about their experience using the personalized learning products.

Summary of Findings and Recommendations The purpose of this study was to understand the impact of the personalized learning products on students' experiences in an ECO561 pilot course at University of Phoenix. The study found that all students viewed the Tutored Formative Assessment as both an assessment of mastery and a learning tool, expressing that the tools gave them a good sense of the degree to which they had learned the required concepts, as well as a prescription and resources for subsequent study. Of the features offered by Tutored Formative Assessment—including hints, answer explanations, embedded reference materials, Personalized Study Guide, and supplemental materials recommended by faculty—80% of students found significant value in the embedded reference materials, especially because after reviewing those materials, they had the opportunity to reattempt questions that they missed on the first attempt. 80% of students also said that hints were integral to the learning process during the Tutored Formative Assessment, expressing that hints refreshed their

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memories enough to nudge them toward the correct answer and that hints explicated confusing terms that helped them make sense of the question and learn from the experience of deliberating on the answer options. Most students found value in answer explanations and the Personalized Study Guide, noting that these tools made their study time more efficient and helped them eliminate misconceptions about confusing concepts through targeted study recommendations. Students reported using the Tutored Formative Assessment and Personalized Study Guide differently as they became more familiar with the tools during the course. The longer students used these tools, the more they took advantage of hints, embedded materials, and the Personalized Study Guide. Students expressed that it took them at least a week to understand that Tutored Formative Assessment was useful as a study aid, which was a departure from their week-one assumptions that TFA was a basic quiz. A number of recommendations for improving TFA and PSG emerged from the findings of this study. The TFA should offer more multi-media as embedded materials to supplement the textbook. Learners expressed that reviewing the text again during TFA would not be assistive if they didn't understand the material during the first textbook reading; i.e., presenting the material in a different way during TFA would add significant value to students' learning. Students should be able to scroll up and down to review material before and after the sections that surface as embedded materials so that they can place newly-learned concepts in proper conceptual context. The ALE team should ensure that the availability of hints and the PSG are explicitly clear since some students missed those features and their respective study benefits. Posting the PSG to students' individual forums is recommended to increase student usage of this resource for post-TFA studying. Finally, many students reported printing and clipping sections of the TFA for subsequent study. Deeper investigation into user-friendly tools for repurposing this content should be conducted, including a print button and the ability to easily create a PDF version of the Personalized Study Guide.

Aims of this Study

The purpose of this study was to understand the impact of the personalized learning products on students' experiences in their course.

Research Questions

1. Do students view Tutored Formative Assessment as an assessment, a learning tool, or both?
2. How and why do students use the features of the Tutored Formative Assessment?
 - 2.1. What makes this experience different from a traditional quiz, and how does it affect your learning experience?
 - 2.2. Students can reattempt questions once if they answer incorrectly on the first try. What impact does this feature have on the students' experiences with TFA?
 - 2.3. How and why do students use hints?
 - 2.4. How and why do students use answer explanations that are furnished before moving on from each question?
 - 2.5. How and why do students use embedded support materials that surface when students answer a question incorrectly?
 - 2.6. How and why do students use the Personalized Study Guide that surfaces upon submission of the TFA?
 - 2.7. What were students' attitudes about receiving supplemental instructional materials from the faculty member when they scored poorly on a concept on TFA? How and why did students use the supplemental materials sent by the faculty member?
3. What features of the TFA, PSG, and supplemental materials could be changed to better meet students' learning, assessment, and study needs?
4. What do students regard as the most valuable features of the TFA and PSG? Why?

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5. How do students' attitudes and usage patterns change as they become more familiar with TFA and PSG?

Can Online Learning Scale Without Losing Quality?

Glenn Johnson (Penn State University, US)

Abstract:

Will online education be able to maintain quality under the pressure for increased enrollments? How do we engineer solutions that target sustainable impact?

Extended Abstract

Online education sits on the brink of taking significant steps forward. It has spent two decades establishing a foundation for itself in higher education based on quality comparisons with its face-to-face equivalents. In moving forward, however, current budgetary constraints are pushing online programs to increase enrollment caps in order to make ends meet. To address this in ways that does not compromise quality will require stakeholders in online education to collaboratively seek out new technologies and develop alternative instructional strategies. This presentation proposes a model to guide teaching faculty, instructional designers, and IT personnel as they work collaboratively toward finding solutions that will maintain quality online educational programs. In his paper, "The Impact of Increasing Enrollment on Faculty Workload and Student Satisfaction Over Time", DiBiase (2004) argues that as asynchronous online course enrollments grow, the amount of instructor effort needs to increase proportionally in order to maintain instructional quality. However, as course enrollments increase, this same amount of instructor effort per student at some point becomes unrealistic to maintain. In reality, the existing relationship of effort per student does not scale and at some point the instructional situation becomes untenable, either for the instructor, the student or both. In pushing enrollment caps, several important issues are highlighted that higher education administrators and faculty need to address when developing online educational programs. Most importantly, given that faculty time is a limited resource, which components, approaches, and technologies promote sustainability both in terms of faculty workload and learning effectiveness? Furthermore, are these still feasible when course enrollments increase in order to support program financial viability? In order to discuss this predicament that DiBiase's model of scalability in terms of interaction and efficiency has presented, this presentation will introduce the notion of determining 'thresholds' in terms of three domains of activity within online learning. First, as class size grows, designers of online learning are challenged to re-consider appropriate levels of interaction, efficiency, and faculty effort that result from the instructional strategies they embed in online courses. In doing this, however, it becomes paramount that instructional designers be able to identify the thresholds that various instructional strategies impose in terms of both the level of interaction within the learning experience and the resulting instructor workload. Clearly articulated thresholds will provide both instructional designers and teaching faculty with a more comprehensive understanding of how various instructional strategies affect faculty workload, especially if enrollments are expected to increase. Second, it is helpful to examine online learning environments and the thresholds that various instructional strategies carry through three inter-related domains: the activities of teaching, the activities of learning, and the activities of course administration. This presentation will provide examples of how the notion of thresholds can be applied within the three domains of activity related to teaching and learning online. In addition, examples of technologies and strategies that begin to address larger numbers of students that target the quality of the learning experience in a manner that is manageable for instructors will be shared. If online education is to continue to build from its foundation within higher education, teaching faculty, instructional designers, and IT professionals must come together and focus on thresholds as a means for building a capacity for offering high quality

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learning experiences for an ever increasing number of students enrolled in online courses. DiBiase, D. (2004). "The impact of increasing enrollment on faculty workload and student satisfaction over time." Journal of Asynchronous Learning Networks, Volume 8, Issue 2.

1 to 1 At a Swedish Gymnasium

Tomas Svensson (Gymnasium, SE)

Abstract:

Presentation of the experience by having all students at a Swedish Gymnasium equipped with a personal laptop / iPad and an open network.

Extended Abstract

Presentation of, and sharing, the experience by having all students at a Swedish gymnasium equipped with a personal laptop / iPad and an open network. The author have several years experience the project. Purpose of having personal student laptops or iPad: - To change and develop the students learning environment and to give everyone the possibility to use IT as a tool to learn, regardless of their gender or social class - To put the students in a better position to reach their goals through their studies - By increasing the accessibility of IT as a tool in learning, we want to develop the students work environment so it will better simulate what is waiting in a future career. - To expand the school's teaching modalities with the help of modern technology. It can apply physics equipment, multimedia presentations, schoolbooks in MP3 format, and personal training programs on the computer for learning disabilities. A new way of teaching, that is flexible in both time and space, becomes possible by offering each student their own laptop. Goals with student laptops:

1. All students that have completed their education at our school have good knowledge of working digitally-- and have developed their knowledge through different steps in all courses and via networking--for example, making use of other students' competencies.
2. All teachers at the school will use the digital technology in their teaching and demonstrate competency.
3. Students and teachers at the school make use of the digital technology in the teaching and learning process and develop competency.
4. Information and communication technique (IKT), is an integrated and natural part of the teachers' teaching methods. Teachers can handle different media and digital technologies but also have a deeper understanding of how IKT will change the opportunities of teaching.

Mobile Learning Apps: An Analysis of User Data

Katey Baruth (Post University, US)

Abstract:

Are mobile apps able to do what designers and instructors need them to do?

Extended Abstract

Mobile Learning Apps: An Analysis of User Data The traditional pen-paper mode of education has evolved at breakneck speed to a type-send format focused clearly around on the go education. However, has the race towards progress left behind the true needs of their users? Are mobile apps able to do what designers and instructors need them to do? Are educational mobile apps functional for the user? Are the expectations being met? What do designers and instructors really need in order to win

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war for screen-based learning? What improvements should be made to heighten the educational experience? We surveyed both instructors and students in online and blended courses at a New England university. Results indicated perspectives in regard to: -What is the responsiveness by users to the basic taxonomy of online instructional design? -What are the reactions of users to aesthetic aspects produced by the software and its effectiveness? -Has there been a drift by designers, instructors, and learners away from the mobile learning context? -What instructors and learners would like to change to improve functionality? The results of our research will be discussed in greater detail along with recommendations and possible indicators for future success.

The Four Pillars of Blended Learning

Leo Burstein (Boston University, US)

Abstract:

Design principles and practical experience introducing a blended graduate degree program at Boston University

Extended Abstract

Boston University continues to enhance its blended programs by focusing on student success and long term history of innovations in on-campus and online learning. We discuss the latest trends in blended learning and share our experience in designing dual-registration courses - a blended format that provides students with the flexibility to fine-tune the course environment based on their learning preferences. Using the fundamental principles of achieving an optimal balance of structure and dialog, and leveraging the latest technological capabilities, we develop blended graduate programs to help our students in achieving a broad spectrum of educational goals, from building a solid academic foundation to developing their independent learning skills, business competencies, building long-lasting professional relationships, and positioning them for success in their professional careers. Our dual-registration course design is based on four pillars that create a foundation of a successful blended course: structure, self-study, ubiquitous access, and focus on student success. Structure is a critical component of blended learning. By choosing a blended course format students are essentially asking for help in balancing their educational objectives with commitments outside of the university campus. An advanced course management system, together with a well-designed network of student and faculty support services, brings a solid structure into the learning process and becomes a critical factor in achieving systematic progress and high performance levels. The system provides a single point of access to organized course materials, learning activities, calendar, communication tools, grade information, etc. All courses include built-in independent learning elements, supported by asynchronous communications through recorded lectures and seminars, pre-recorded tutorials, and just-in-time faculty commentary, for example, analysis of the latest course-related events or student performance feedback. Ubiquitous, time and space transcending access to course materials and activities create an "always-on" atmosphere, strengthens the learning community, and enables students to define their personal blend of in person and online attendance and self-study while maintaining academic rigor and discipline. We see that even students who are strong self-learners appreciate the opportunities to meet in person with faculty and classmates and establish strong and lasting relationships. Multimodal delivery allows all students to become part of communities built around their academic and professional interests. Fusion of academic knowledge, practical skills and workplace competencies is one of the design objectives that increases student engagement and helps them to faster realize educational benefits through career advancement, new employment opportunities and increased personal satisfaction. The latest virtualization technologies create opportunities to bring more case studies and real-world scenarios into educational process, and practicing "see the whole picture" concepts to overcome the risks of

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developing a fragmented vision due to sequential module-based teaching. We share feedback we received from students and faculty, along with important statistics related to learning preferences, teaching implications, and adoption strategies.

Increasing Cognitive and Teaching Presence Through the Use of Audio Feedback

Amanda Rockinson-Szapkiw (Liberty University, US)

Abstract:

This presentation demonstrates how teachers can record audio feedback and integrate it into an assignment. Research results will be presented to support this instructional strategy.

Extended Abstract

Instructors' communicative behaviors influence the effectiveness of teaching and learning process (Mehrabian, 1981), and feedback is "the most important aspect of the assessment process in raising achievement" (Bloxham & Boyd, 2007, p. 20). While communicative behavior between instructors and students and provision of feedback has been thoroughly studied in the traditional classroom setting, fewer researchers have examined these constructs in the online classroom. In the traditional setting, verbal and nonverbal communication is central to the learning process. Often students receive hand written feedback and have the opportunity to schedule office hours with the instructor to verbally discuss feedback. As communication is primarily text based in the online environment, most online classrooms are devoid of verbal and nonverbal communication and feedback (e.g. paralinguistic cues). Thus, some learning tasks, especially those complex and interpersonal, are challenging to teach and to learn (Arbaugh, 2005; Liu, Bonk, Magiuka, Lee, & Su, 2005). Providing audio feedback rather than text-based feedback on complex assignments may improve the effectiveness of the learning process. This presentation will demonstrate how to use Audacity, a freeware audio and editing software, to record audio feedback and create .mp3 audio file to integrate into both a Microsoft Word document and PDF. Integration of the audio file using both Microsoft Words comments and Adobe Acrobat Pro 9's Comment and Mark Up features will be demonstrated. A discussion about the effectiveness of this instructional strategy will be supported through the presentation of research results and guided by the Community of Inquiry framework. The study compared two groups of randomly assigned students. One group received audio feedback (n=66) and the other group received text feedback (n=59). Their perceptions of teacher presence, sense of social presence, cognitive presence, and learning were compared. Results on the MANOVA yielded that there was statistically significant difference between the two groups on the combined dependent variables (cognitive presence, teaching presence, and social presence), with further analysis demonstrating indicating that students who received the audio feedback on written assignments reported higher perceptions of teaching presence and cognitive presence than students who received only text based feedback on written assignments. An independent t test indicated that students who received the audio and text feedback on written assignments higher final grades than students who received only text based feedback on written assignments

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Smooth Synchronous Solutions: The Truth About Synchronous Learning Environments

Marianne Bauer (Colorado State University OnlinePlus, US)

Abstract:

When a former Astronaut/professor requested we offer his Systems Engineering program to distance students using synchronous technology, we met the challenge. Find out how.

Extended Abstract

When former U.S. Astronaut Dr. Ron Sega came to us with a proposal to offer his Systems Engineering Masters Program online, Colorado State University OnlinePlus met the challenge. He had already determined that he wanted to use Adobe Connect as the synchronous technology with students. The program design included both lecture presentation from campus and student presentations from their locations, so flexibility was needed. When first implemented in 2008, the Adobe Connect synchronous environment posed many technical problems. Students struggled with login, setup, and had problems presenting from their home/office computers. The system frequently froze up or crashed. At that time there was no technical staff in OnlinePlus to support the technology, and the Program Director was the sole support. In 2009 OnlinePlus created a Learning Technologies support unit, initially with one staff member. It was soon evident that additional support was needed for the Systems Engineering program. The solution adopted in 2011 was to hire a media specialist with a 50% assignment to support the Systems Engineering program. I was hired to work with faculty, students, and student class moderators to troubleshoot and stabilize the learning environment. One year later we know much more about running synchronous learning environments effectively. In fact, we felt confident enough to expand the use of Adobe Connect to include other disciplines on campus such as Biomedical Engineering Regulatory Affairs courses. The responses have been very positive from both students and faculty. In this presentation, participants will learn about best practices in implementing synchronous learning environments, as well as tips on troubleshooting and stabilizing the technologies. The presentation will focus on how we turned around the Systems Engineering synchronous learning environment, including best practices for implementing a synchronous environment in education. Emphasis will be on using Adobe Connect as the synchronous tool. This presentation will appeal to a wide audience including K-12 and college administrators, faculty, instructional designers, technology support personnel, and other educators who are interested in implementing or improving their use of synchronous learning environments. In this presentation I will share some of the problems we ran into early on, and solutions we discovered to create a smoother experience for our online learners. In this presentation we will explore the following areas: Stabilizing the technology, bandwidth suggestions, settings; assisting online students with set up and training for use for their own presentations in class; training student class moderators to use the chat pod effectively; checklists, checklists, checklists, provide examples for participants to view; training faculty to use the features of the environment effectively for online students; options for meeting all student delivery needs including reviewing and downloading lectures; mobile device options for students to log in and for monitoring the live classes - live demonstration; working with the student class moderator; directing the side discussions to the topics at hand. This presentation will include short video clips with examples of the live class in action, class moderators doing their job, samples of recorded lectures, samples of the rich discussion that ensues during a synchronous class, and the exciting use of mobile devices to log in and engage the class, as well as a demonstration of the actual meeting environment. The presentation will encourage other participants to engage in discussion about their observations for best practices and share those with the group. Outcomes: Participants will leave this session with a clearer understanding about the use of synchronous learning environments. They will learn best practices for planning, running the session, training and utilizing student class moderators, troubleshooting and keeping the environment running smooth and trouble free.

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Transforming Science Instruction Through Screencasts

Myriam Quintana, (Pontifical Catholic University of Puerto Rico, PR)

Carmen Collazo (Pontifical Catholic University of Puerto Rico, PR)

Abstract:

Pontifical Catholic University of Puerto Rico transformed the General Chemistry Curriculum using screencasts.

Extended Abstract

Chemistry is an abstract science that involves analysis, problem solving and conceptual understanding. In many cases it is a challenge for the instructor to address misconceptions, complement knowledge and identify ways to motivate students. With funds provided by Hispanic Serving Institutions Title V Program, the College of Sciences at Pontifical Catholic University of Puerto Rico has developed tutorials and modules using Web 2.0 such as screencasts. Screencasting is a new technological tool that allows the instructor to present the course content in a more creative and dynamic way. The technological materials were incorporated to support and supplement the general chemistry curriculum. Students had access to supplementary materials using a course management system and through the YouTube channel. The supplemental materials and student's perceptions with the materials will be presented.

From Orientation to Graduation: Growing Online Community with ePortfolio

Jennifer Sparrow (CUNY, School of Professional Studies, US)

Abstract:

Creating community through ePortfolio in a fully online environment: faculty development, orientation, individual courses and programs, student showcases, alumni networks, and social-media integration.

Extended Abstract

Description This presentation will discuss how ePortfolio is used to foster a sense of community within the fully online degree programs at the CUNY School of Professional Studies: ePortfolio in faculty development to build a community of practice, ePortfolio as a platform for new-student orientation, ePortfolios for integrative learning in courses and programs, online ePortfolio showcases to highlight exemplary student work, ePortfolio to strengthen alumni networks, and ePortfolio integration with social-media. Presenters will share implementation strategies, the development of resources, and preliminary findings about the impacts of ePortfolio on student outcomes and engagement. Context ePortfolio use at SPS has grown from four ePortfolio sections and approximately 150 students in Fall 2010 to 33 sections and over 500 student users in Spring 2012 (roughly half of our online student body). Although our initial implementation focus was on course-based ePortfolios for integrative learning, as the program has grown, we have discovered other uses of ePortfolio on the student-services side that have created a growing sense of community for faculty and students in our fully online programs. By breaking out of course-based silos, ePortfolio connects students with their faculty and with each other, from new-student orientation through graduation and beyond. Approaches/Goals Presenters will show how SPS uses ePortfolio to develop online community in the following areas:

- Faculty Development: Traditionally we have done asynchronous faculty development workshops via a Blackboard Organization site, but more and more we are moving Faculty Development to our ePortfolio platform because of the ease of access (faculty do not have to be processed into the Human Resources system to access our ePortfolio sites as they do for Blackboard sites). Teaching instructors how to use ePortfolio within the ePortfolio platform itself has made the

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learning curve much less steep and increased instructors' comfort level with the new environment.

- Orientation: In Summer 2012 SPS will pilot ePortfolio for Student Orientation. Orientation is another activity that has traditionally taken place inside of Blackboard. The presenters will show the orientation site and discuss preliminary findings from the pilot.
- Teaching and Learning: Within courses and degree programs, SPS instructors are employing ePortfolio in a variety of imaginative ways (group projects, blogs, student podcasts, presentations) that have given students greater flexibility in terms of self-presentation and afforded increased opportunities for social pedagogy.
- ePortfolio Showcase: Presenters will show and discuss the SPS Online ePortfolio showcase, highlighting exemplary student work in course, capstone, and individual ePortfolios.
- Alumni: SPS encourages graduates and alumni to maintain their ePortfolios as a way of staying connected to the school by networking with classmates, applying to graduate school, and using ePortfolio as an electronic résumé for job searches. Presenters will discuss outreach efforts to alumni including targeted ePortfolio workshops and social networking.
- Social Media: Last, we will discuss efforts to link ePortfolio with other uses of social media at SPS and invite the audience to "like" our presentation on Facebook or to subscribe to our Twitter feed. Two speakers will discuss the issues outlined above, present preliminary assessment outcomes, and engage the audience in a discussion of the benefits and challenges of ePortfolio implementation within a fully online learning environment.

Hands-On Learning in an Online Environment of Adult Learners

John Beckem II (State University of New York, Empire State College, US)

Abstract:

This presentation demonstrates how to effectively engage diverse populations of adult learners with Web 2.0 Technologies that stimulates collaborative learning in an online classroom.

Extended Abstract

The goal of this presentation is to demonstrate how to utilize current, relative Web 2.0 Technologies and bring about effective pedagogy to engage adult learners in an online classroom. This presentation will demonstrate how an existing online course, "Diversity in the Workplace," delivered through Angel's Learning Management System was enhanced by incorporating Web 2.0 Technologies. Course Polling was utilized to generate discussion posts by the learners. Audio files created by the Professor and uploaded into the course were used to correct assignments and provide grading and feedback to learners. Audio files give the learners a "personal touch factor" such as voice inflexion and tone. Flip video was utilized to record interviews of pragmatic practitioners, such as an Academic Chief Diversity Officer and a United States Army Colonel who provided an everyday practical approach on course topics discussed in the text as well as questions raised by the learners. In addition to Flip Video, Skype was utilized to conduct a live session interview with an Attorney who expounded on the legalities of Diversity in the Workplace. A Blog page was created and linked to the course as a mechanism in which the learners could view the interviews recorded by the Flip video and post comments. The Flip videos were uploaded to YouTube and embedded into the Blog page. In order to capture and gauge the learner's engagement with the Web 2.0 technologies a Wiki page was created and integrated into the course. The Wiki page was utilized as a digital story of the class. Learners of the class were given authorship privileges and collaboratively created this page by adding, editing and designing its layout and content. Learners posted summaries of their team projects which included links and uploads of audio files,

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pictures, videos, and articles. In addition, the learners created their own discussion pages as part of the Wiki where classmates were able to respond or post new comments. The Wiki page is an ongoing evolving digital story; new content is added and developed as the course progresses. Elluminate sessions are utilized as a method to provide mentoring and tutoring to the learners. Learners with a microphone and headset communicate live with the professor. Through Elluminate learners who are geographically located in different regions of the world, have the ability to host group study sessions where they can share files utilize a blackboard and brainstorm about projects fostering an environment of shared learning. The integration of Audio Files, YouTube, Flip, Skype, Elluminate, Wikis, Blogs, and Vodcasting into the course provided a human touch to the learners which resembled those that occur in face-to-face classrooms resulting in an engaging and effective teaching and learning to adult learners in an online classroom.

Development of an Academically Rich, Technology Based, Nationally Recognized Online Graduate Program

Amy Bergstrom (The College of St Scholastica, US)

Chery Takkunen (The College of St. Scholastica, US)

Abstract:

Presentation will address how cultivating a transparent process, continuous improvement, and using emerging technologies are critical components to building a quality online M.Ed. graduate program.

Extended Abstract

The presenters, the program director and graduate programs chair, will share their experiences developing a high quality, academically rigorous cohort-based online program that uses mobile technologies, transparency in course development and best practice in online pedagogy. The presenters will share their philosophy and strategies used to engage program faculty in an open and transparent curriculum development process, professional development, and implementation of a continuous improvement cycle which resulted in a nationally recognized online graduate program in less than two years. Specific frameworks and strategies were employed to create an engaging program that leverages community building, collaborative tools, an adopted course template, and critical thinking. The presentation will share research-based strategies, experiences and perspectives for developing a highly engaged, academically rich, online environment. Participants will be actively involved throughout the presentation. They will be asked to share their own experiences with online learning particularly in respect to student engagement, faculty development, and use of mobile technologies. Participants will be presented with a sample of student data from the program and will work in small groups to analyze and evaluate the data. Participants will be able to:

- Identify key components for building and sustaining a community in the online environment.
- Compare different types of approaches for faculty engagement who teach in an online program.
- Analyze and evaluate how a model of continuous improvement can promote and sustain a high quality, student centered online program.

Nurturing Community Among Non-Traditional Students Using Online Technologies

Jacqueline Candido (University of Pennsylvania, US)

Abstract:

Explore the support and growth of online communities of practice for non-traditional Penn students, focusing on engagement and replacing one-way communication technologies.

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Extended Abstract

Created in 2004, Nielsen/Net Rating lists Facebook as the ninth most visited website on the Internet. Chris Hughes, a spokesman for Facebook, states nearly three-quarters of Facebook users sign on at least once every 24 hours, with the average user signing on six times a day. Nielsen/Net Ratings found that almost five million of these users are college students. It is undeniable that social media sites like Facebook have become ubiquitous on college campuses across the nation, and my institution was no exception. When I joined Facebook in 2005, I had no idea that seven years later I would regularly find myself receiving "friend requests" from students, and fielding homework-related questions. This made me wonder: could I integrate social media in educationally relevant ways in my own classroom? A Facebook class page can encourage student involvement and make course material relevant outside of the classroom. Through the use of Facebook groups, teachers can now create pages for their class sections which allow users in the same group to post to one another, and to see what the administrator posts on the group's wall. Suddenly class discussions evolved into online postings, and group members began to post on the page, unprompted. I used the page as an audio and visual supplement for readings; notified them of events and schedule changes; responded to homework and class questions; and watched as they communicated with each other on our page and through group chat about course material. My assessment at the end of the 2011-2012 semester brought some surprising results: over half of the registered students checked the page daily, with 85% of students clicking on links, 76% watching videos, and 74% listening to music posted. 88% felt they understood classroom material better, with 80% reported being more interested in class content because of our group page. Using social media in my classroom allowed me to make literature relevant to my students in a digital age. This presentation will focus on how you can use a Facebook group to encourage student participation and involvement. We'll discuss the advantages and disadvantages of using social media in an academic setting, and ways to make Facebook educationally relevant in your own classroom. Our discussion will be framed by a video Niagara County Community College has made about my Facebook project as seen here: <http://www.youtube.com/watch?v=fAWx5ptEJg&feature=youtu.be&hd=1>

[Teaching Literature in a Digital Age: Using Facebook in the Community College Classroom](#)

Kara Spoth (Niagara County Community College, US)

Abstract:

"You mean you're actually talking with them about literature and not playing Farmville?"

Extended Abstract

Created in 2004, Nielsen/Net Rating lists Facebook as the ninth most visited website on the Internet. Chris Hughes, a spokesman for Facebook, states nearly three-quarters of Facebook users sign on at least once every 24 hours, with the average user signing on six times a day. Nielsen/Net Ratings found that almost five million of these users are college students. It is undeniable that social media sites like Facebook have become ubiquitous on college campuses across the nation, and my institution was no exception. When I joined Facebook in 2005, I had no idea that seven years later I would regularly find myself receiving "friend requests" from students, and fielding homework-related questions. This made me wonder: could I integrate social media in educationally relevant ways in my own classroom? A Facebook class page can encourage student involvement and make course material relevant outside of the classroom. Through the use of Facebook groups, teachers can now create pages for their class sections which allow users in the same group to post to one another, and to see what the administrator posts on the group's wall. Suddenly class discussions evolved into online postings, and group members began to post on the page, unprompted. I used the page as an audio and visual supplement for readings; notified them of events and schedule changes; responded to homework and class questions; and

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BYOD: Mobile Devices for Texting, "Talking", and Teaching

Denise Skarbek (Indiana University-South Bend, US)

Tracey Trottier (Indiana University-South Bend, US)

Abstract:

A pilot project on how preservice teachers will be using cell phones as a way to teach basic math skills to students in grades 1-5.

Extended Abstract

Practical Application Presentation Goals

1. Describe the Text Tutor pilot program being offered in the fall of 2012 at a mid-sized undergraduate teacher education program;
2. Demonstrate to participants how they can use their mobile devices (i.e., cell phones, iPad, iPod touches, tablets, etc.) to interact with students through texting and emailing;
3. Provide forms used to obtain parental permission, letter to teachers in local school districts; and
4. Supply a detailed outline of technology training that educators can use for their students and/or parents to replicate this practical application of mobile education.

Problem The education system in the United States is under criticism from all major stakeholders. Educational reform efforts in the US continue to require higher achievement from students.

Achievement is measured through mandatory district and state high stakes testing that may even determine whether or not students graduate. These high stakes tests have become an integral component to teacher evaluations that may determine whether or not a teacher keeps her job, gets a pay increase, or needs to attend professional improvement courses. Understandably, under these stressful conditions, P-12 schools are hesitant to allow preservice teachers an opportunity to practice newly acquired teaching strategies. In order to reach P-12 students and their parents, and to build preservice math teaching skills, a pilot project is being undertaken in the fall of 2012. Preservice teachers will use their cell phones for texting basic math facts to students enrolled in grades 1-5. This will allow them to practice newly acquired math methods learned as part of their preservice training. Texting is becoming a common form of communication. According to a study conducted by Nielsen in 2008, nearly half (46%) of the United States children ages eight to 12 are using cell phones. Given this, the cell phone is considered a viable option for this pilot project. **Approach** Undergraduate students (n=30) enrolled in a special education methods course in the fall of 2012 will be using their cell phones to teach basic math facts to children enrolled in grades 1-5. A pilot project called Text Tutor is being collaboratively implemented with the local school districts. The undergraduate students will set up a

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Google Voice account. This account will generate a mobile number for the undergraduate student to use and provide a way for students to text at no cost to them. Next, undergraduate students will establish a Remind101 account. This is a free system that undergraduate students can use to text message or email students and parents. Teachers in the local school districts will be sent a letter explaining the Text Tutor pilot program. Teachers will be asked to send this letter home to parents of students enrolled in grades 1-5. In compliance with COPPA, parents that are interested in math text tutors pilot program will be required to complete a permission form. Once the parental permission is obtained, the instructor will contact the parent with detailed information of how to establish connection. Parents and students will receive a face-to-face training on how to use the technology. Any student enrolled in grades 1-5 who do not own a cell phone, or do not have a texting program, or parents do not want their child to use a cell phone, can share mobile devices available at the grade school or University, such as desktops, laptops, iPads, iPod touches. To determine the effectiveness of using cell phones as a way to enhance primary student's knowledge of basic math facts, undergraduate students will record the interactions between tutor and student. These interactions will be analyzed by the authors of this pilot project to see if primary students' performance improve, and to determine if the preservice undergraduate student has demonstrated use of evidence based math method strategies. A survey will be sent to undergraduate students, parents, and teachers of local school districts to evaluate the effectiveness of cell phones (or any mobile device) used for texting or emailing students to gather information on their perspectives of using mobile technology to improve student learning. Results This pilot project is being conducted in the fall of 2012 with special education preservice teachers (n = 30). Any preliminary findings will be shared at this presentation and final results will be emailed to any interested participants.

Preserving Your LMS's Integrity: Effective Change Management and Testing Workflow Practices

Marwin Britto (Lone Star College System, US)

Abstract:

Learn change management procedures that can be easily implemented at your own institution to help you improve the reliability and stability of your LMS environment.

Extended Abstract

The purpose of this presentation is to outline the workflow developed by Lone Star College for communicating, developing, testing, and implementing changes to the Learning Management System. Communication with the stakeholders is key in all parts of the work flow. Maintaining documentation of requirements and testing procedures may help to reduce ambiguity and lead to more informed decision-making. Continued communication throughout the testing process can not only reduce occurrences of critical issues inadvertently introduced into the production environment, but also give a sense of ownership to stakeholders. This can promote the open exchange of ideas, encourage accountability, and encourage a smooth transition when changes to the learning environment are implemented. As obstacles are discovered, the potential negative impact can be evaluated while possible workarounds are discussed. The Learning Management System has the potential to be negatively impacted by supporting systems, many of which also require maintenance. Therefore, it is insufficient to track only changes to the Learning Management System. Working with other key system administrators can often help to identify seemingly unrelated issues that may impact the Learning Management System.

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Mobile Technology: Harnessing the HTML5 Revolution for the Online and Blended Classroom

David Kephart (University of South Florida, US)

Abstract:

Blended learning programs seek support through mobile technology. We examine how a proven tool, rewritten in HTML5 for iPad/Android tablet, contributes to student outcomes.

Extended Abstract

At the K-12 level, schools have purchased iPads for their students. In higher education, the "bring your own device" classroom extends the reach of online classrooms. We assume that offering access via the popular mobile devices will increase student involvement. Research into the actual impact of pairing mobile technology with in-class instruction is a project which we are only beginning to address. A former obstacle to this was the need for software specifically designed for education, but that runs well on the various mobile platforms. In this presentation, we invite educators to see how an existing Web tool, rewritten in HTML5, fulfills this need. Providing a synchronous and asynchronous learning environment, this complements the direct interaction offered in the face-to-face portion of blended courses without the need for time-consuming additional planning. We look at studies currently underway in universities and community colleges to verify the effect on student success of adding the mobile medium to the blended learning mix. We compare various modalities of blended learning and how mobile technology can be an important part of reaching students. In addition, we relate the implementation of mobile technology point to developments in learning theory and pedagogy. Among the schools currently studying this mobile technology, a white board with subject specific tools, audio and video streams, and the ability to archive communication sessions, are University of South Florida, University of Wisconsin - Milwaukee, and Mt. San Antonio College. We will address the experience of each of these institutions. Participants in this presentation will include not only the speaker but any local or remote attendee with an iPad or Android tablet -- or PC -- who would like to log in from his or her seat. This will give everyone who attends the chance to experience the inclusiveness of technology and judge its relative ease of use. Handouts will be provided explaining how HTML5 works and where it has been tested as an educational tool. We will discuss research results relating technology design to the integration of cognitive and contextualized learning. The presentation is recommended for any individual seeking to understand the benefits and challenges of mobile software in education, deans and associate deans seeking to expand school outreach without exhausting a limited budget, and educators at any level looking to collaborate with fellow educators in investigating the online component of blended learning.

The Phoenix Way -Engaging and Retaining Students Through Rich Media Simulations and Games

Doug Beckwith (Toolwire, US)

Michael Watkins (Toolwire, US)

Abstract:

Learn how the University of Phoenix's First Year Sequence engages and retains students through innovative student-centered curriculum and immersive learning simulations mapped to course objectives.

Extended Abstract

PROBLEM

First Year retention is one of the largest and least understood challenges facing Higher Education today.

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In fact, half of all student drops occur in the first 20 units. Current approaches to meeting the needs of First Year students haven't been working. Underprepared and overwhelmed First Year students looking for help are traditionally sent to Student Services.

A primary challenge involves designing curriculum to meet the specific needs of today's diverse higher education population. Many students are parents - frequently single - and in their late 20's. Students want better lives for themselves and their families, and they strive to be good role models. They are looking for a sense of accomplishment and achievement.

CONTEXT

The First Year Sequence project was initiated to meet a demand from the University of Phoenix (UoP) to engage first year students in their first year of study. After working with Toolwire for five years to enable their AAIT and BSIT programmes, UoP approached Toolwire about extending its offerings into the First Year sequence by Dr. Doug Beckwith, Dean of Axia College, who wanted to bring learning to life in the general studies courses - a series of eight introductory courses addressing foundational skills.

Dean Beckwith created the central tenant for the project: it had to be "incredibly engaging" and media rich. His vision was to "bring an experience to the first year sequence that was unlike anything else the students had experienced". As such, it needed to immediately capture students' imaginations while helping to achieve tangible learning outcomes.

This presentation examines how Beckwith's approach fostered student participation and engagement at UoP. Participants will explore the Beckwith Hierarchy of First Year needs and discover how it applies to course sequencing and curriculum design. The session will also demonstrate how the University of Phoenix integrated Toolwire's experiential learning and interactive assessments to engage students and reinforce learning.

APPROACH

The First Year Sequence at the University of Phoenix was designed specifically to enhance the student experience and maximize retention by providing students with a more solid and cohesive foundation for their college education. Its objectives included providing the right experience for the student at the right time and establishing a sense of community amongst the entry-level students.

Courses were laddered so they would build upon one another and reinforce the academic content and skills introduced in the previous course/block. The concept of "laddering" material taught over multiple courses is believed to help these students learn and retain more information as opposed to expecting them to learn and retain everything from one class. The end goal was to produce students with skills for life and school and prepare students for continued success in their subsequent years at UOPX.

The First Year Sequence architecture employed a student-centric approach. Each week, students would PULL information from many learning resources (Books, Video, Audio, Learnscapes, discussion) based on their preferred learning style. Student outputs included experiential activities and discussion/assessments.

To fulfill this vision, UoP implemented Toolwire Learnscapes in its First Year Sequence. These Immersive Learning simulations provide the opportunity to enter a photo realistic real-life environment where learners can interact with video enabled characters to gain information and solve problems as they work their way through multiple scenarios. Learnscapes provide experiential learning in a virtual setting by

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giving learners the opportunity to try out their knowledge and understanding of a subject, as well as gain new information and insights into different professions and job roles - all from their computer screen.

RESULTS

Beginning February 1, 2010, the First-Year Sequence (FYS) became the entry path for all students entering University of Phoenix into Axia College for an AA degree or at a UOPX local campus for pursuing a BS degree. The results have been impressive: improved learning, higher retention, and greater student satisfaction. Students are more engaged with multi-sensory resources, more comfortable with the convenient, web-based tools, and more open to the application of contemporary technology.

For UoP, a central goal for Immersive Learning Environments was to aid in student retention and matriculation while enabling courses with a significantly more media rich experience. Early measures indicate that the inclusion of Immersive Learning Environments has been positively received by students and so far there has been a measurable 22% increase in student retention where Immersive Learning Environments have been included.

LESSONS LEARNED - WHAT'S NEXT

The University of Phoenix incorporated feedback and lessons learned from its innovative Learnscape project to inform its next generation approach to immersive experiential learning . Attendees of this session will be among the first to hear about these exciting, cutting-edge immersive learning environments, featuring the following:

Interactive Story-Based Gaming - The interactive story incorporates the classic story arc structure (The Departure, The Initiation, The Return) at the foundation of so many myths, books, and movies. Through a pliable and adaptive game structure, these learner-driven "stories of consequence" are thus impacted by students' decisions.

Role-Playing Game Design - Modules scaffold learning and empower students who take the central role with the stories. Non-player archetype characters serve both as "virtual mentors" and as inquisitors that challenge students to demonstrate knowledge retention.

Intrinsic Integration of Learning Objectives - When these key parts are woven in the right balance, learners can enjoy the thrill of the unexpected as well as the reward of competing effectively that only a game can deliver. These experiences empower students to transfer their learning from the simulation and gaming experience to their own life.

A Mobile Tool Box: Integrating Mobile Technology in Online Learning

Audeliz Matias (SUNY Empire State College, US)

David Wolf II (SUNY Empire State College, US)

Abstract:

We will discuss the design and development of course activities using mobile technologies in online courses.

Extended Abstract

Current affordability of mobile devices and increased network reliability enable ubiquitous access to information and tools for learning and productivity. For example, mobile devices permit easy internet and multimedia access and are quickly moving toward widespread videoconferencing. Many see

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smartphones and tablets replacing the computer for online tasks in the near future. The implications for education abound as mobile devices have the potential to reshape students' learning experience. It is imperative that as educators we embrace the use of mobile devices in our teaching. When developing for- and with a mobile environment, however, we are faced with a dilemma of choosing how to deliver content and/or tools to students. This session examines the design and development of online course activities and assignments using mobile technologies. First, we look at two approaches to incorporating mobile-friendly technology for teaching and learning. Advancing a teaching strategy that incorporates mobile technology for online classes does not need to require a large development budget and/or connections to mobile technology providers. Utilizing an instructional design that employs already established mobile-friendly technology, allows students to learn with- and through mobile devices without the need to invest heavily in research and development of these tools. Second, we demonstrate an activity-based approach to provide learners with additional tools to create meaningful learning experiences anytime, anywhere. We believe that mobile technology should not be the driver behind its use for online learning but rather the activities that involve the task or concept to be learned. The activity-based approach fits nicely into learner-centered and social-constructivist environments and allows students to get excited about what they are learning. A key factor to successful integration of mobile technology in higher education is the close collaboration between faculty and instructional designers with the support of administrators. Thus, we give examples of learning activities and the potential use of mobile technology to engage students in online learning. Third, we catalog potential challenges of mobile learning implementation into three main types: institutional, architectural, and pedagogical. Our approach can be implemented in a variety of learning environments. The ultimate goal of this session is to show participants the pedagogical potential of mobile technology as a tool by providing them with examples to help them decide how to meet their teaching and learning goals. Participants will learn about current trends in mobile learning, share problems and solutions. Handouts with information and the link to the presentation will be provided.

Driving Curriculum: A Collaborative Model Aligning Technology with Instructional Design

Kristin Frady (Clemson University, US)

Melissa Zelaya (Clemson University, US)

Abstract:

This session showcases a model integrating technology to solve problems locally, support creation of strategic partnerships, and advance instructional design capacity in blended learning environments.

Extended Abstract

Manufacturing, aviation, and automotive industries are growing in the United States. Currently there is a demand for technology proficient, highly skilled technicians and as these industries continue to grow there will be a greater need for a more qualified, technological workforce. It is incumbent upon the technical education community to produce a well-trained and highly qualified workforce to respond to the unique needs of these growing industries. In order to support and equip the technical education community a collaborative regional center for advanced e-learning (funded through the National Science Foundation Advanced Technological Education (NSF ATE) program), the Center for Aviation and Automotive Technology Education using Virtual E-Schools (CA2VES), has been established. CA2VES, under the auspices of the Clemson University Center for Workforce Development (CUCWD), represents a multifaceted collaborative partnership among Clemson University, NSF ATE Centers, community and technical colleges, school districts, and manufacturing automotive and aviation businesses. CA2VES'

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virtual classrooms are driven by the CUCWD instructional design model and are equipped with Open Texts, vodcasts, and virtual reality and 3-D visualizations. This curriculum focuses on engaging, computer enhanced teaching techniques, and hands-on laboratory experiences; the combination of which offers student-centered, contextual, authentic learning experiences. Just as a four-wheel drive vehicle powers all four wheels simultaneously providing better driving control, this instructional design model (resulting in creation of Open Educational Resources) is a combination of four primary elements interacting simultaneously to provide better curriculum control and improved student learning. The elements in the CUCWD "4-wheel drive" are learning design, learning theory, educational philosophy, and technology emphasis. The primary goal driving this model is improving student learning and performance. In this session we will extract each of these elements and examine examples of their implementation in existing curriculum. This session focuses on sharing a successful and working instructional design model of a collaborative team approach between a university, community and technical colleges, K-12 schools, large businesses, and state-wide entities that drives the CUCWD "4-Wheel Drive" - 4 Part Instructional Design Model metaphor. This interactive session features upbeat music, participant participation in collaborative brainstorming and virtual reality simulation demonstrations, and a reflective question handout to encourage participants to consider how the elements of the CUCWD model might support instructional design initiatives in their own schools.

Virtual Clinics: Innovative Learning Environments Preparing Nurse Practitioners for Transformational Health Care

Alice Teall (The Ohio State University, US)

Abstract:

Online students are learning to manage illnesses, address health disparities, and promote wellness through case-based, real-world learning environments.

Extended Abstract

The health care system is undergoing a dynamic transformation. While one in five Americans lack access to primary care providers in their community, more than half of adults use the Internet to access health information (CDC, 2010). Federal guidelines consistently prioritize the need for qualified health care providers to face the challenges of health care delivery, especially for vulnerable populations like the elderly, the uninsured, and those with co-occurring mental and medical disorders. The statistics are compelling: 80% of the elderly have at least one chronic disease, more than 1/3 of all uninsured have significant illness, and 33 million Americans have a serious mental illness, yet less than half receive treatment (USDHHS, 2011). Meeting the health care needs for all members of society within this changing system requires prioritizing health promotion, disease prevention, and wellness education in ways that support this overall transformation (Benner, 2010). How do we prepare students to provide health care in a world where Facebook and YouTube are communities larger than the population of North America, and 48 hours of video are uploaded every minute? How do we provide the greatest access to education in the most timely, cost efficient method and guarantee there is quality? How do we promote wellness for populations with limited access to primary care? The development of case-based, real-world learning environments can prepare nurse practitioner students to meet the complex health care needs of vulnerable populations in a changing health care system. This presentation outlines how teaching methods that use real patient cases (narratives) can be implemented in online formats to foster interviewing skills, resourcefulness, diagnostic ability, and an advanced understanding of collaborative practice. In the synchronous online classroom, narrative cases (or clinical stories) allow students to take on roles of patient, interviewer, examiner, family member, collaborator, and colleague. The online classroom is used as a clinical setting - where the patient presentation, assessment, and

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management occur in real time. Students use synchronous audio conferencing with linked visual displays to make complex decisions pertinent to narrative cases. In this virtual clinic, assessment findings can be seen or heard, and patient response to treatment plans are identified. Students are required to manage acute and chronic illnesses, address health disparities, and promote health and wellness in a culturally sensitive manner, and find this synchronous online experience to be empowering. Student interaction using case-based learning outside the synchronous classroom is transformative as well. Asynchronous weekly blogging assignments require students to share memorable clinical cases. Creating these professional blogs incorporates the familiar skills of using social media while at the same time allowing for a safe environment for individual and group reflection. Blogging posts and responses have allowed students to develop a better sense of community and professionalism. This presentation will review a framework for student blogging that was used to create a "wellness community" with the intent of increasing student health and interactivity, as well as review an adaptation of a community assignment that encouraged students to better understand Web 2.0, what is available to them as providers, and to their patients with acute and chronic illnesses. The development of case-based environments can also be incorporated into the evaluation of student learning. Objective structured clinical exams using standardized patients verify that students develop the knowledge and ability to successfully manage patient care. The testing environment, equipped with digital recording capability, allows students and faculty to view student and patient interactions and rapport. Objective clinical exams allow faculty to give needed feedback to students regarding their ability to meet the demands of a transformed health care system. This presentation will review an innovative model of group visits used to challenge students to adapt to the complex health care needs of vulnerable populations. Participants will be invited to experience the synchronous classroom being used as a clinical setting, the asynchronous community created through group blogging, and the standardized patient exams used to evaluate student progress. Through interactive cases and audience contribution, presenters will demonstrate the assessment and management of patients in the "online clinic," and will highlight how this format can be replicated in other disciplines. Participants will gain insight into enhanced strategies for building social presence in an online learning community, as presenters share how using clinical case presentation has led to a renewed partnership with students and the impact that partnership has on social presence, student satisfaction and other quality indicators.

Improving the Quality of Evidence-Based Writing in Electronic Portfolios Through Online Instructional Strategies

David Denton (Seattle Pacific University, US)

David Wicks (Seattle Pacific University, US)

Andrew Lumpe (Seattle Pacific University, US)

Abstract:

Participants analyze online instructional strategies for improving evidence-based writing in electronic portfolios. Activities are structured around three Sloan-C Pillars, including Learning Effectiveness, Access, and Scale.

Extended Abstract

Robust and effective learning involves adoption and application of discipline-specific knowledge and skills. However, establishing and maintaining educative environments where this occurs is a serious challenge, whether in traditional or online settings. Nevertheless, two methods for contending with this challenge include evidence-based writing and electronic portfolios. Both of these strategies have shown a positive effective on student achievement (Ayan & Seferoglu, 2011; Eitel & Steiner, 1999). One reason

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for this is that each strategy emphasizes components of assessment (Shermis & DiVesta, 2011), and integrated assessment systems are linked to positive learning outcomes (Black & William, 1998). However, a question that has received less attention is how these strategies are effectively deployed in online settings to meet institutional and community standards. In this informational session, participants analyze and discuss online instructional strategies for improving evidence-based writing in electronic portfolios. The content of the session is organized around three Sloan-C Pillars, including Learning Effectiveness, Access, and Scale. Specific strategies are considered in comparison to these Pillars, including rubric evaluation, modeling, personalized feedback through screen capture video, and peer-assessment, among others. The instructional technologies used to facilitate these learning strategies include WordPress, Blackboard, and Screenr. In addition, these techniques are further considered in the context of a study conducted with graduate teacher education students in an online class. Results from the study showed a statistically significant effect on writing quality, $t(1) = 12.82$, $p < .05$. Writing quality was operationalized as the integration of evidence and analysis of professional knowledge and skills. Although the study focused on teacher education students, the results are applicable to learners across other disciplines and professions. To conclude the session, participants integrate the strategies and technologies under examination to their own educational settings and disciplines. This cooperative phase is completed in small groups. Group representatives then share their ideas with all participants and results are published on a website for reference. The goals for the presentation include 1) identifying strategies for improving evidence-based writing in electronic portfolios, 2) identifying technologies used to support these strategies, 3) understanding the effects of these methods on student achievement, 4) integrating these practices to participants' preferred discipline or profession, 5) and aligning these techniques with Learning Effectiveness, Access, and Scale.

Spreading Innovations for Student Success: Three Next Generation Learning Challenges Projects

Nancy Millichap (EDUCAUSE, US)

Julianna Banks (IUPUI, US)

Diane Reddy (University of Wisconsin-Milwaukee, US)

Katherine Stevenson (California State University Northridge, US)

Abstract:

Leaders of three projects seeking to replicate the success of their instructional innovations at new campuses will share results and lessons learned in the process.

Extended Abstract

This panel will showcase three inter-institutional projects with key online components, each of which has succeeded demonstrably in increasing student success both on its home campus and on multiple expansion campuses. They are among the supported projects of the Next Generation Learning Challenges (NGLC). NGLC is an initiative of EDUCAUSE and partner organizations, including the League for Innovation in the Community College, with funding from the Bill & Melinda Gates Foundation and the William and Flora Hewlett Foundation. In 2011, NGLC made 29 investments in projects with potential to scale proven innovations with technology that showed strong promise of increasing student success and college completion. At California State University - Northridge, Indiana University Purdue University Indianapolis, and the University of Wisconsin - Milwaukee, faculty who are leading three of these projects have harnessed the potential of technology to strengthen the impact of proven pedagogical approaches: to increase interaction, offer individualized feedback, and develop students'

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skills both in the disciplines being studied and in their ability to learn. With NGLC funding, each project has been adopted at several expansion campuses. Panelists will share their stories, results for both faculty and students at their own and at the expansion campuses, lessons learned in the expansion process, and future plans for their innovations. Participants in the session will consider the challenges of implementing a new idea at a different institution and will learn about challenges the panelists faced in expanding to new campuses and their successful strategies for moving online instructional innovations beyond the classroom and campus where they were developed. The session will be of interest to innovators who are interested in expanding their work to additional institutions, and the presenters will allow ample time for questions both about the innovations themselves and about the expansion strategies that the originating campus innovators employed. At California State University, Northridge, Professor Katherine Stevenson and her colleagues have developed Hybrid Lab Courses for Core Math Courses, an innovative technology-enhanced hybrid course model that has significantly improved completion and content mastery outcomes in a general education mathematics class where it has been implemented. The redesigned entry level and developmental course model, which seeks to move students from memorization and passive learning to deeper learning and mastery, incorporates several online elements including individualized remediation of prerequisite skills and homework with instant feedback. With the NGLC grant, Professor Stevenson and her colleagues have facilitated the adoption of the model at two partner institutions in the California State University System, California State University, Long Beach and Humboldt State University, and also at Los Angeles Pierce College in the California Community College System. Professor Prathiba Varma-Nelson and her team tested the transportability of Cyber Peer-Led Team Learning (cPLTL), an approach that has been shown to have positive impact on student learning in introductory chemistry at Indiana University-Purdue University Indianapolis (IUPUI). cPLTL is an online adaptation of Peer-Led Team Learning, a face-to-face approach that has been proven high-impact pedagogy in the Science Technology, Engineering, and Mathematics (STEM) disciplines. PLTL is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour session. During these interactive sessions (workshops), six to eight students work as a team to solve carefully constructed problems under the guidance of a peer leader. In cPLTL, these sessions take place online via interactive videoconferencing, providing added flexibility for busy students and at the same time freeing campuses from the need to find physical classroom space for workshop groups to meet. The IUPUI team selected Purdue and Florida International Universities as replication sites because these new campuses had both the infrastructure and the interest necessary for introducing cPLTL into introductory courses. U-Pace is an online instructional approach that has allowed students to make strong gains in subject mastery as they study introductory psychology at the University of Wisconsin Milwaukee, and disadvantaged students' gains have been particularly dramatic. Professor Diane Reddy and her colleagues developed this self-paced, mastery-based approach, which provides amplified assistance to students in the form of directed timely and tailored feedback on performance and constructive support and encouragement grounded in positive psychology. With their NGLC funding, they have partnered with the Society for the Teaching of Psychology to offer a national workshop on the U-Pace approach and have also tested it at three other institutions: Indiana State University, the University of North Florida, and the University of Puerto Rico Mayaguez. The expansion campuses have shown similarly encouraging gains in student learning.

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The Promise and Perils of ePub: A Case Study

Sarah Hopton (University of South Florida, US)

Abstract:

Explores concerns about digital publishing from design to delivery, cost to the political consequences of platform change.

Extended Abstract

The controversial innovator and CEO of Apple, Inc. Steve Jobs, quipped that textbook publishing was a billion dollar industry poised for total annihilation. Indeed, Apple's game-changing tools for content production—the iPad, iPhone and iBooks—continuously threaten to upend the traditional academic publishing world, drive the cost of higher education down and the access up. Cost and access are perennial concerns for most educators, and while some institutions have embraced and succeeded with electronic textbooks or print-on-demand options, the majority of academic publishing remains tightly centralized and dominated by traditional print publishers. Why? In the first 20 minutes of this 35-minute presentation, I report on a case study that documents one college English department's struggle to transition from a traditional to digital model of textbook publication. It explores participants' concerns about digital publishing from design to delivery, and cost, to the political consequences of platform change. The last 10 minutes of the presentation compares anticipated versus actual numbers in the cost of conversion, revenues generated, and improved access. Supplemental material is available on a webpage that includes the study findings, a matrix of ePublication options for educators, and a transcript of key questions and answers. This session suggests deeper themes about the value of innovation within higher education and is best suited to the Technology and Emerging Learning Environments track, as it covers the uses of new and mobile media to supplement online and in-class learning, as well as the administrative and pedagogic implications of digital textbook creation and conversion. This session benefits professionals who are interested in the practical realities of converting printed textbooks into interactive, digital books; academics who are struggling to manage the political landscape of a shifting publishing industry ruled by old but powerful alliances; and leaders who want to know how they can support innovation and improve access while reducing cost.

Engaging Student Participation in Journal Club Discussions: Use of Wikis in a Blended Learning Approach

Gundula Bosch (Johns Hopkins Bloomberg School of Public Health, US)

Deepthi Werapitiya (Johns Hopkins Bloomberg School of Public Health, US)

Abstract:

Student participation in journal club discussions was enhanced using a blended format. Groups collaborated in Wikis prior to discussions resulting in enriched participation and analysis.

Extended Abstract

Journal Club discussions are generally among students' least popular instructional formats. Frequently, because only one student is presenting, many students come to class unprepared or lack the necessary background knowledge to participate effectively in the discussions. Most participants are thus not engaged, and consequently discomfort predominates due to fear of being called upon to comment. In the study presented here, we introduced changes to the instructional design of a graduate-level, molecular biology- and epidemiology-focused journal club at the Johns Hopkins Bloomberg School of Public Health. The journal discussions accompanied an onsite parasitology class and accounted for 20 % of the overall course grade. In a blended approach using wiki technology, we implemented an

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asynchronous, collaborative, online preparation module before the actual in-class discussion. Our aim was to turn the face-to-face journal club sessions into a more interactive, encouraging and sustainable learning experience for our students. Instead of preparing for in-class discussions on their own, students worked collaboratively in pre-assigned teams of 2-3, using their allocated, instructor-supervised wiki learning spaces, which were not visible to other teams. Homework assignments before onsite journal discussions required each wiki group to develop a set of questions and critique points on the articles to be discussed, and to make a group effort to provide plausible answers or explanations. To demonstrate mutual support, students were required to assist team members expressing comprehension problems with self-researched background material or clarifications. Wiki postings accounted for half of the individual student grade in the journal club sessions; the team efforts (both online and onsite) constituted the other half. In class, we pursued a combination of the think-pair-square-share and the send-a-problem approach: After a short, instructor-facilitated warm-up phase to clarify still existing ambiguities with regard to the article, each wiki team was assigned a discussion-partner team, to challenge with their prepared questions or critique aspects. In cases where an answer was not found or a critical viewpoint not shared by the questioned team, the challenging team provided an explanation or a justification, thereby ensuring a collegial and constructive discussion atmosphere. The instructor circulated among the teams, helping out with explanations if necessary. Discussion findings and conclusions were summed up by each team pair and reported to the entire class at the end of the session, allowing for concluding remarks and critical reflection. Formative and summative student feedback was strongly in favor of the wiki preparation phase as well as the small and mixed group discussion approach. Students appreciated the interactivity and the opportunity to practice constructive criticism in a group. Many reported a higher comfort level approaching and exploring science publications, as well as communicating scientific contexts and results, in comparison with previously experienced journal club formats which lacked the collaborative focus. Team atmosphere and collaborative attitude of peers were rated as good in the vast majority of cases. Our observations of individual student postings during the wiki preparation phase showed that most students thoroughly read the articles, researched and shared background material and provided high quality, in-depth analyses. Students were considerate and appreciative of each other's contributions and eager to be helpful to one another. During the in-class discussions, almost all students actively participated and communicated their thoughts on the articles. We witnessed very motivated discussion participation among students with little pre-existing background knowledge and those we had previously observed as rather shy and introvert. More experienced students were highly engaged as well, often adding continuative aspects or critical thoughts which advanced the team discussion to a higher level. Overall, students expressed a higher level of satisfaction with the number of new insights gained and the learning atmosphere established, when compared to a previous journal club in small-group discussion format, with no wiki technology implementation. We will take our observation and this preliminary student feedback as a starting point to further develop our course design and study the impact of blended learning on learner performance and collaboration. Instructors and educational researchers from undergraduate and graduate level institutions of all disciplines would benefit from attending our presentation. We will use slides to outline our concept, tools and examples. In between, we plan to engage the audience by soliciting participants' comments during breaks for interactive questions and answers.

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Songs, Not Albums: Real-time, Custom Publishing for Instructors Using DynamicBooks

Nicholas Smith (Macmillan, US)

Abstract:

Explore a new real-time, cross-textbook personalization and publishing tool for instructors.

Extended Abstract

Many instructors feel supported yet constrained by the "hard-wired" nature of the textbook as a predefined collection of content. It's not really malleable and customizable. Many instructors also see themselves as publishers of educational content but are unable to combine what they publish with content from external publishers and offer this product to their students. They are left with the alternative of pushing "a little bit of this and a little bit of that" to their students - which is complicated, confusing, and inefficient. A large majority of instructors want a library of content to choose from that has been vetted and are dubious about simply pulling information off of the internet that has not been reviewed or "blessed". Students typically have to purchase these works in an all-or-nothing proposition. So, even if their course only covers 23 of 48 chapters in a book, they have to purchase the entire work. This is inefficient. A solution and metaphor for DynamicBooks DynamicBooks puts the power of real-time, custom publishing in the hands of instructors and offers them the service and support that make it easy to use. If you think about the music industry, we used to be limited to purchasing albums, whether or not we like all the individual songs. It was sort of an all-or-nothing, take-it-or-leave-it proposition. Enter iTunes, which transformed the paradigm from pre-defined albums to the purchase and consumption of individual songs and personalized "playlists". Now everyone can personalize the way they consume music. DynamicBooks does the same for educational content. Instructors can customize the content of any textbook or "mash up" content from different textbooks, journal articles, or other published works to create learning materials that better meet the needs of their courses. Students benefit from lower cost textbooks that are tailored specifically to their pedagogical needs and accessible in a variety of digital formats. Finally, DynamicBooks provides new channels for publishers and authors to disseminate their work.

Adding a Gaming Layer to an Online Course

Jeff Kissinger (Florida State College Jacksonville, US)

Abstract:

Learn how to use game-based learning approaches in your online course design and teaching.

Extended Abstract

Have you ever played Clue, World of Warcraft, Dungeons and Dragons, or a similar game? Have you ever thought about incorporating such a game into a college course? The Global Learning Solutions (GLS) Team will present their experiences applying game-based course design (GBCD) to a college-credit course. The presentation will take an in-depth look at the pedagogical aspects of incorporating game-based design into a college-level course and the challenges faced in the process. The GLS Team will expound on the design rationale of GBCD as well as the learning principles. If you have ever wanted to make learning fun and engaging, this is the presentation for you. Barsalou, Clark, Glenberg, and Robertson (1999) state, "humans think and understand best when they can imagine (simulate) an experience in such a way that the simulation prepares them for actions they need and want to take in order to accomplish their goals (Gee, N.d.). Research in neuroplasticity has shown, people who undergo different inputs from the media and culture that surround them can, and do, think differently (Prensky, 2000). Peter Moore, Editor of the human resources newsletter Inferential Focus states, "Linear thought processes that dominate educational systems now can actually retard learning for brains developed

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through game and Web-surfing processes on the computer." Moore reports that teenagers use different parts of their brain and think in different ways than adults when at the computer. Patricia Marks Greenfield, Professor of Psychology at the University of California-Los Angeles has discovered that people playing computer games use "inductive discovery", which is "the process of making observations, formulating hypotheses and figuring out the rules governing the behavior of a dynamic representation". In other words, computer games enhance the skills of rule discovery through observation, trial and error, and hypothesis testing (Prensky, 2000). According to Prensky (2000), playing video games enhances players' skills at "divided attention" tasks, such as monitoring multiple locations simultaneously, by helping them appropriately adjust their "strategies of attentional deployment." Players get faster at responding to both expected and unexpected stimuli (Prensky, 2000).

Science Education in a Complex World: Adapting to Changes in Student Use of Online Material - the Visionlearning Project

Anthony Carpi (John Jay College, CUNY, US)

Nathan Lents (John Jay College, CUNY, US)

Heather Falconer (John Jay College, CUNY, US)

Abstract:

An analysis of changes in demographics and use of an innovative web and mobile-platform for STEM education

Extended Abstract

This session will provide an analysis of the use of Visionlearning (www.visionlearning.com), a free online STEM teaching resource, toward understanding trends in web and mobile-platform demographics and utilization. The Visionlearning project was founded in 2000 to create freely available modular, web-based materials for teaching science. The project has been funded by the National Science Foundation and the U.S. Department of Education to develop both content and teaching tools for science students and educators, and has evolved over the ensuing decade to offer materials via various mobile-platform and social media outlets. A major focus of the project has been to present science as a process of discovery. Too often, STEM fields are portrayed at the introductory level as an exercise in memorizing concepts and facts that have been established through a rigid, 3 or 4-step "scientific method." This is partly due to the poor job textbooks and other resources do in conveying the process of scientific inquiry and discovery. With the Visionlearning project, we have responded by creating a set of core teaching materials that convey the process of science in a way that more accurately reflects the way that science is actually practiced. The project contains an online library of educational materials, which now stands at 76 completed modules, 59 of which are available in both English and Spanish. These materials are used as a complete textbook replacement in at least 85 classrooms in seven countries at no cost to students or teachers, and they are used as supplementary content in countless others. The materials have found extensive use in Latin America, both as a classroom resource and as a learning supplement. The content of the site specifically focuses on teaching the nature and process of science in a number of ways. First, a series of 19 modules explicitly cover the process and practice of science. Second, we are developing modules that teach disciplinary content in chemistry, biology, and earth science from the process and discovery perspective, as opposed to the traditional textbook manner of memorizing fixed concepts and facts. And third, we have a growing library of modules that detail the personal pathways individuals have taken to becoming scientists. By 2008 the site had gained a significant national audience, drawing some half million visitors per month. While web traffic remains robust, use of the resource has changed considerably. An iOS-based glossary application launched in

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2009 recently passed 500,000 downloads, and other new media features continue to gain traction. As a result, the site is undergoing an extensive revision to leverage the advantages of portable device interfaces and provide alternate modes for reading content. This revision includes a significant overhaul of the resource interface, drawing on best practices in education to enhance literacy and readability. Due to its innovative approach to both content and presentation, the Visionlearning project has repeatedly received operational and developmental funding from significant sources, including the National Science Foundation and the U.S. Department of Education. Our presentation will begin with an introduction to the website and its content, followed by demonstrations of the various innovative features and ancillary tools available and/or in development (e.g. MyClassroom, literacy features, glossary application). Each demonstration will include discussion of the pedagogy behind the feature and their applications in the classroom. Finally, an analysis of the changes in access to the site over the past 5 years will be presented in an effort to engage the audience in a discussion of changing student demographics. Attendees with mobile devices and laptops will be encouraged to try the features simultaneously. While the presentation will be relevant to individuals of varying backgrounds, it is mostly targeted toward STEM educators in the college and high school sectors. Participants will leave with an understanding of how they can integrate the content into their curriculum, and how this integration can benefit student learning. Further, changes in how students access teaching content will assist educators in devising new educational delivery strategies. A Power Point presentation will be made available for download from the Sloan-C website, and handouts will be distributed.

Securing Online Assessments with the Use of Webcam-Based Surveillance

Kenrie Hylton (Northern Caribbean University, JM)

Yair Levy (Nova Southeastern University, US)

Abstract:

This presentation will highlight the results of an experiment using a Webcam-based surveillance technology developed to deter misconduct in online assessments.

Extended Abstract

There have been significant advancements in e-learning systems over the past two decades. However, as this field continues to develop, concerns have been raised regarding the misuse of these systems, particularly as it relates to misconduct within online assessments. A number of studies have reported significant levels of deception and dishonesty within e-learning systems. Some studies have noted that such misconduct is facilitated through the unmonitored nature of online assessments where users have the opportunity to collaborate or utilize unauthorized resources during the assessment. Although a number of technology-based solutions have been suggested to address this issue, many of them have been focused on authentication and identity verification. Still, these techniques are limited in that they do not address the problem of what happens after authentication. However, that is still not ensuring that students may get assistance by others or that they have access to unauthorized resources during online assessments. This challenge along with ensuring proper authentication of users in Web-based systems, especially in e-learning systems, appears to be an ongoing battle. Based on this critical challenge, a study was conducted that explored the use of Webcam based surveillance during online assessments as a potential countermeasure to deter the misuse of these e-learning systems. This was centered on deterrence theory that has been utilized in criminology to demonstrate that video surveillance can be useful in deterring misconduct as well as promoting positive behavior. This presentation will discuss the results of such experimental study and the implications for practice. The primary goal of this study was to investigate the deterrent effect of an in-house development Webcam

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based proctoring tool on misconduct during online assessments. This presentation will start with an overview of the ongoing challenge associated with online assessments, and will provide a brief overview of the experimental study as well as its results. The presenters will discuss the viability of implementing remote proctoring for online assessments, as well as suggestions for the industry.

The Design and Implementation of a Learning App: Key Insights and Lessons Learned

Maya Georgieva (Stern School of Business, New York University, US)

Abstract:

The presentation reviews the NYU Stern experience of using a mobile folio App as an innovative collaborative learning environment. It offers best practices on implementation.

Extended Abstract

According to the 2012 New Media Horizon Report apps are the fastest growing dimension of the mobile space in higher education. Apps take advantage of recent developments of imbedded sensors, cameras, GPS tools as well as advances in digital publishing and have entered rapidly in the higher education context. Higher education institutions are designing and supporting apps tailored to educational and research needs across the curriculum. To meet the demands of a mobile student body and offer flexible learning opportunities NYU Stern partnered with XanEdu to deliver a digital folio iPad App. This presentation will report on the findings of a two-year study conducted on the MBA and EMBA level at the Stern School of Business, New York University. The folio App includes virtually all course and program content across core and elective courses. It incorporates curriculum materials created in the course development process, direct links to multimedia resources as well as collaborative and productivity tools, which go beyond the repackaging of resources into a digital format. The session will review the implementation of a learning app across NYU Stern School of Business traditional, part-time and online blended global program. It will provide a brief review on the progression of NYU Stern decision-making process on mobile technology and analyze key factors including stakeholder buy-in in the development process. Next, the presentation will examine the design concepts behind the App and its development to serve as a learning platform rather than a content delivery tool. The App provides students not only with access to online course resources but also supports virtual collaborative learning activities essential to teamwork and the case-study teaching method. Further, the Stern iPad project implemented in the TRIUM global program aims to integrate the iPad into the curriculum and program delivery. The App functionality is focused on the student experience and promotes student-to-student, student-to-instructor, and student-to-content interaction. In addition the ability for students to use the iPad to access the learning management system, web resources, content-creation and collaborative tools, and student services provides a dynamic learning experience. The presentation will share assessment data and key insights from student surveys, focus groups and video interviews. It will highlight key functionalities inspired by student contributions as well as the evaluation of the impact of the App on the student course collaboration, learning and overall program delivery. It will discuss the motivation for providing curriculum materials across multiple devices, and share student survey data on satisfaction, learning and utilization of resources across separate platforms. The discussion will comment on the scalability of this approach, as well as the desirability of, and resources necessary to, provide curriculum on format beyond traditional paper textbooks and course system delivery, with particular attention to delivering curriculum with the affordances of an iPad App. The presentation will share best practices on designing, supporting or offering learning apps to students participating in online learning programs. Finally, the presentation will explore the potential of an "App-centered" approach to learning. Apps can allow students to connect, create learning communities, manipulate data or conduct simulation experiments, which can integrate content with real world examples and interaction.

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Attendees will be invited to download the free XanEdu app and a customized course pack available for a quick download within the App for immediate interaction. The content will continue to be available beyond the length of the conference to share with institutional teams. The presentation will conclude with recommendations on how to leverage Apps in creating learning environments and foster a participant discussion on an "App-centered" approach to online learning. In the future Apps may allow students to develop, mix and match their own personal and preferred tools for accessing content and interacting with peers and faculty to create meaningful personalized learning environments.

Immersive Game Design: Aligning Game Mechanics with Learning Goals to Maximize Engagement & Mastery

Joseph South (K12 INC, US)

Abstract:

When playing and learning are properly aligned, by playing to win, students practice the right skills and engage the content in highly authentic, powerful ways.

Extended Abstract

Anyone who attempts to create effective learning games and simulations must overcome a fundamental structural problem: for the environment to succeed as a game, the game play must be fun and engaging, but for the environment to succeed as a learning experience, the material must be presented in an authentic and credible way that conforms to the desired learning objectives and relevant standards. Many games fail to bridge these two goals. This can lead to games where the game play is enjoyable, but is disconnected from the learning (i.e. students do math problems over here to earn the privilege of shooting aliens over there), and the time spent "playing" may not be contributing to learning objectives. On the other hand, when academic content or pedagogy are prioritized at the expense of well balanced game mechanics, one can inadvertently create a grand stage for learning that is unengaging to the audience. A noted example is the first version of Arden: The World of William Shakespeare. Its designers commented that while Shakespeare experts were enthralled, the actual target audience, students, were not that interested. The real tragedy of these types of design failures is that they subvert what could otherwise be very potent. When game mechanics are misaligned with learning objectives, it is like creating two powerful waves that meet and cancel each other out. However, when the two can be aligned, they meet and amplify each other, doubling the power each one carries alone. The key to aligning learning objectives and game play is to develop them in an intertwined way: understanding the kinds of goals, activities, and roles that learning objectives suggest, and choosing game genres and designing game mechanics to support them. When this is done successfully, the resulting games can provide challenging, engaging, contextual experience where the learning and game play reinforce each other authentically. During our presentation, we will demonstrate several examples of games drawn from both K through 12 and higher education that have managed to blend these two forces well. Examples will include (as time permits) an immersive language learning environment where learners practice using the target language in a highly authentic context, a social history learning environment where learners role-play key characters in an authentic historical scenario, and a marketing simulation where teams of learners are required to make difficult decisions in a complex environment that actually changes its parameters dynamically based on the actions of other teams who are also impacting the environment with their decisions. We will also share research data and assessment information that has been gathered from learners and instructors who have used these games. We will also describe a process, developed over seven years of working with teachers and students on more than a dozen games, both classroom-based and online, by which effective and fully aligned learning games and simulations can be constructed. This involves starting from the learning objectives and standards that

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need to be met, finding the actions, roles, skills, and tools suggested by the learning objectives, then using these to develop game mechanics that are powerful and engaging. It is also important to select the right game genre, create an authentic context in which to unfold the action, and to design and develop feedback that allows learners to understand the consequences of their decisions and learn from them. A third element of the process is creating an assessment system that allows a larger group of stakeholders to track progress towards learning objectives and provide insight into areas where learners may need external remediation. Our intent is to help those involved in creating learning games and simulations to better understand how to construct them for maximum effect and also to equip those who are selecting existing games and simulations for use with their students with a sophisticated list of criteria to consider in determining the best solution for their needs.

Designing an Active Learning Classroom for Local and Distant Students

Tawnya Means (University of Florida, US)

Eric Olson (University of Florida, Warrington College of Business Administration, US)

Abstract:

How would you design an innovative classroom environment to support and encourage active student learning with local and distant students?

Extended Abstract

This presentation will describe the process of designing a classroom using state of the art technology that enables active learning experiences through interactive and engaging experiences for both local and distant students. The presentation will share the process of seeking funding for the classroom as well as designing the classroom once funding was obtained. It will include discussion of the elements of the classroom as well as the brainstorming process followed to provide the technology needed to support the vision for the classroom and overcome limitations. Purpose A technologically enhanced learning space (both physical and virtual) extends instruction and interaction both inside and outside the physical space while also providing opportunities to explore the impact of physical and virtual space on effective instruction creates a transformative classroom at the University of Florida. The classroom was designed to serve multiple audiences, including: Students: The classroom provides a space that encourages student learning (and supporting learning how to learn) both inside and outside the classroom through innovative teaching using technology for capturing and projecting student-student and student-instructor engagement thus impacting both local and distant engagement, leading to active student learning. Instructors: The classroom provides an innovative teaching facility with unobtrusive technology and support, along with a flexible teaching space, allowing the instructor to focus on teaching and encouraging engagement in interaction with students, rather than operating technology, thus offering instructors the opportunity to experiment with various teaching practices to enhance local and distant teaching. Researchers: The classroom creates an environment for research into the effectiveness of diverse teaching practices to include a mix of synchronous and asynchronous, as well as local and distant participation to explore the intersection of physical and virtual space, thus encouraging a shift in teaching strategies and the delivery of online and blended courses. Impact and benefit for teaching and learning Millennial students live in a mobile world, continually connected to technology. They are team-oriented and crave feedback and input from others. These students find that the design of the typical classroom encourages passive learning as they sit in rows and watch the instructor lecture. Instructors who adapt their teaching practices to include more active learning in the typical classroom help students

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physically located in the room, but when the course includes students who are distant participants (through lecture capture or some other method), this change has little impact on those students. The viewing experience is improved when the instructor is interesting, moves around the room, changes tone and animation in speaking and uses other behaviors to engage students. However, there is still little required of the distant or even the local students in such an environment other than to watch, listen and take notes. Research has shown that when students are instead required to participate in the classroom, through discussion, debate, question and answer, small group work, and other active behaviors, they learn more and remember longer. The physical structure and design of the classroom has a significant impact on the teaching practices of instructors using the space and on the students' learning within and outside the space. However, this still leaves students at a distance missing out on the opportunities for active learning. In the business world there is a need for employees who can function well in groups and teams, who can collaborate and who can communicate effectively. However, the current educational environment has historically failed to encourage or scaffold group work within the classroom. While there have been efforts made to include group work where students are assigned to teams that work outside of the classroom, the time in class is usually devoted to lecture and exposition by the instructor. While this can be one valuable method of distributing information, a greater level of learning is found when students are actively involved in the learning process. Communicating with peers and the instructor, receiving immediate feedback on group work, and being required to defend or revise thinking and strategies are of great benefit to students, with greater retention of learning. Although classes with smaller enrollments and in a face-to-face environment are more easily able to adjust to this type of pedagogy, online and blended courses find it difficult to find ways to integrate active learning strategies. The purpose of designing this active learning classroom was to increase access, change pedagogy, use innovative and engaging instructional methods, improve teaching effectiveness, and increase knowledge retention. Active Learning Classrooms at the University of Minnesota (<http://www.classroom.umn.edu/projects/alc.html>), Student Centered Activities for Large Enrollment Undergraduate Program (SCALE-UP - <http://scaleup.ncsu.edu/>) classrooms at North Carolina State University, and Technology Enhanced Active Learning (TEAL - <http://icampus.mit.edu/teal/>) classrooms at MIT are all using flexible space design and focus on fostering an interactive, student-centered learning experience. However, all of these programs are implemented as face-to-face learning environments and do not have students enrolled who are participating completely at a distance. The classroom at the University of Florida was envisioned to meet the needs of both local and distant students by engaging both groups in active learning activities. Participants in this session will learn about the process followed to seek funding for the project, brainstorming and prototyping to select the best technologies and practices for designing the room, as well as the progress on the project. During this presentation, participants in this session will: 1. learn about technologies that support active learning for local and distant students; 2. learn about the process of seeking funding from multiple sources for innovative projects; 3. learn more about active learning classrooms; and 4. understand the brainstorming and prototyping process for designing such a classroom to support local and distant students.

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Living the Learning: Teaching Business School Case Studies Online

Roseanna DeMaria (New York University, US)

Ted Bongiovanni (New York University, US)

Abstract:

Participants will learn how to prepare online case studies that take student learning to new heights.

Extended Abstract

How do online educators construct authentic, immersive learning experiences that prepare students for the world outside the classroom? At NYU-SCPS, we have developed a model where students in the M.S. in Human Resource Management and Development program become members of virtual consulting firms. The educator serves as both the Chief Executive Officer of the firm and the teacher. The course begins when students join the virtual class and the instructor welcomes the firm's newest members and introduces the firm's core purpose and envisioned future. In this workshop the presenters, both educators at NYU's School of Continuing and Professional Studies, will model approaches used to create authentic, immersive and challenging online learning experiences that prepare students to lead change within their firms. Participants in the session will:

- Analyze and discuss a short business school case study
- Gain an understanding of how to conduct case study discussions in an online classroom
- Be able to apply these techniques in their own online classes.

Finally, the presenters will share examples from real classes that show how learning journals, discussion forums and team projects complete the learning experience. We will allow ample time for discussion around online case-based instruction and questions and answers.

Teaching with Infographics

Lisa Marie Johnson (Ashford University, US)

Abstract:

Which tools to select and strategies for teaching with infographics may elude you, but not after this session!

Extended Abstract

Digital Infographics are illustrations of data and concepts presented in digital format. Increasingly popular, infographics offer a fun strategy for teaching and learning in online, land-based, and blended learning environments. Which tools to select and strategies for teaching with infographics may elude you, but not after this session! Come to this engaging session to see infographic examples, demonstrations of tools and learn strategies for teaching and learning with infographics... then, create your own! Objective - To familiarize participants with potential uses and tools for infographics as a means for learners to show what they know and for educators to share information succinctly as part of teaching as well. Summary of Session Flow - Participants will hear a brief history of "info-graphics" and become aware of the ubiquitous nature of "digital"infographics. 20 technologies and strategies for design will be demonstrated before the practice portion. Outcomes -Participants will... (1) Identify digital infographic examples (2) Recognize 20 tools and strategies for creating (3) Practice creating a digital infographic

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[The Blended Learning Toolkit: A Ready-Made Faculty Development Program](#)

Linda Futch (University of Central Florida, US)

Kelvin Thompson (University of Central Florida, US)

Abstract:

In this workshop, participants will explore opportunities for adapting open educational resources (OER) from UCF's Blended Learning Toolkit to meet their faculty development needs.

Extended Abstract:

The University of Central Florida (UCF) and the American Association of State Colleges and Universities (AASCU), as part of a Next Generation Learning Challenges (NGLC) project, have released a Blended Learning Toolkit designed to support institutional implementations of blended learning. The Toolkit contains high level overviews of topics relevant for institutions exploring blended learning (e.g., development processes, effective teaching practices, and resources for evaluation and research), model blended courses in English composition and college algebra (subject matter specific) as well as a faculty development course related to blended learning (subject matter neutral).

The faculty development course, called "the BlendKit Course," is a complete set of materials appropriate for self-study, group discussion, or institutional implementation. All components of the Toolkit are available publicly online, and are available for use as is, adaptation, or remixing as open educational resources (OER) under the terms of a Creative Commons license (BY-NC-SA 3.0).

Research has shown faculty need assistance to move into a new delivery paradigm (Aycock, et al., 2002; Dziuban, Hartman, Juge, Moskal, & Sorg, 2005; Dziuban, Hartman, & Moskal, 2004;

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Dziuban, Hartman, Moskal, Sorg, & Truman, 2004; Koepke & O'Brien, 2012; Laws, et al., 2003, Robison, 2004; Sun, et al. 2008; Voos, 2003). In this interactive workshop, the facilitators will guide participants in articulating their institutional faculty development needs related to blended learning in order to identify possible ways that resources from the Toolkit might be leveraged to meet those needs. Specifically, participants will complete planning worksheets and have an opportunity to consult with facilitators on their faculty development plans. Additionally, the facilitators will provide a guided tour of the Blended Learning Toolkit resources and a mini-tutorial on the details of modifying Toolkit OER resources under the provisions of Creative Commons licensing. This will include the details of how to appropriately attribute original authors and subsequent contributors. Throughout, emphasis will be placed upon practicality and collaboration.

Leveraging Pedagogy with Technology

Edward Bowen (LeCroy Center, US)

Abstract:

Rather than being disruptive, technology can leverage pedagogical strategies. How so? Well that's what this workshop is about.

Extended Abstract:

Teaching in online and blended courses is an extremely complex and challenging function. Providing faculty with the structure they need to successfully make the transition to online and blended teaching requires a shift in the understanding of technology, a comprehension of the new online and blended teaching environments, and an understanding of the underlying pedagogy. Much has been written about the potential of Web 2.0 tools and social media to engage learners, add interactivity, and extend the functionality of a course management system. In this immersive, hands-on session, we will explore the implications of such a claim and offer strategies to select tools that support learning while considering the technical requirements, costs, and benefits. Participants will discuss and evaluate the effectiveness of emerging technologies to create an engaging learning experience.

Intended seminar outcomes (the primary objectives that define the benefit for attending this seminar):

1. Participants will examine the role of pedagogy in selecting technology in online and blended courses;
2. Participants will develop strategies for selecting tools while considering technical requirements, costs, and benefits.
3. Participants will examine emerging technologies to create engaging learning experiences.

Agenda

Welcome, Introductions, Expectations

Pedagogy Activity - test, demonstration & observation of learning activity, group assignment

Exploring Technologies - presentation, discussion, group activity

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Typing it Together - working in teams to leverage learning activity with a technology
Report Out - results of group efforts

[Improving Course Interaction through Analytics and Proactive Methods of Engagement](#)

John Vivolo (NYU-Poly, US)

Abstract:

Faculty/student interaction can be improved through proactive methods of engagement and through an understanding of course analytics.

Extended Abstract:

Description: Regular interaction between faculty and students, and student and student, is one of the cornerstones of a successful online course. However, as educators look to improve the learning (and teaching) experience, their efforts seem to rely on reactive methods rather than proactive methods. In addition, learning management systems allow for the tracking of course analytics, but most educators are not sure how to use these analytics to improve their course, especially in the area of interaction. This presentation will look to offer proactive methods of engagement, with a focus on understanding course analytics and implementing changes based these results. Questions that will be addressed: •Are surveys the only method of relying on course improvement, especially online course interaction? •Can course improvement methods, specifically online course interaction, be improved in "real-time" or proactively during the semester? •Can course analytics be used to improve faculty/student interaction? •Can course analytics be used to understand and assess student understanding of content during the semester? •Can educators collaborate outside of their learning management system(s) and across curriculums? Goals:

1. Understand that classic improvement methods, such as end-of-term evaluations and surveys are reactive rather than proactive.
2. Understand that course analytics can be used for proactive improvement methods (for interaction and content presentation) both before and during a semester:

Practical applications of this goal:

- i. Best Practices: Peer, administrative, or student "Best Practices" assessment of interactions should take place during a semester. Assessment results should lead to improved interaction during the semester. NYU-ePoly results will be supplied.
- ii. Interaction Policy: This policy clearly states how/when interaction will happen in a course (between faculty/student and student/student). Examples of NYU-ePoly Interaction Policy's will be supplied.
- iii. Rule Triggers: Automatic "rule" triggers, such as an early warning system for attendance and grades, can easily be used during a semester to be a "helpful hand," reaching out to the students (and faculty). NYU-ePoly examples and results will be supplied.
- iv. Implementing changes based on course analytics: Student interaction and content performance can be improved through course modifications based on weekly analytics. NYU-

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ePoly analytic results and implemented changes will be supplied. 3. Understand that improving interaction is not restricted by program: Practical Application of this goal:

- i. Events: Host events such as colloquiums for faculty to present ideas (i.e., best practices, analytics, etc.) to their peers. These should be cross curriculum events.
- ii. Idea-Share Space: This virtual space will allow faculty from different programs to idea-share what is happening in their online course, what works and what doesn't, as well as serve as an article and content database.

[Digital Education Collaborative: Our Journey to Re-Imagine Blended and Online](#)

Nicholas Langlie (Longwood University, US)

Jeannine Perry (Longwood University, US)

Jenny Quarles (Longwood University, US)

Abstract:

Digital Education Collaborative: an initiative developed by Longwood, a public university in Virginia, to thoughtfully innovate, collaborate, teach and learn in blended and online spaces.

Extended Abstract:

After attending the 2011 Sloan-C Blended Conference, the Asst. Dean of our College of Graduate and Professional Studies, a Site Director for one of our off campus locations and the Director of Instructional Technology Services, were inspired to take the innovative ideas and practices that we discussed and nurtured at the conference to create a new initiative at our institution. Our journey began with discussions and documentation sessions in the lobby of the Hotel where the 2011 Sloan-C Blended Conference was held, in Chicago, IL. We identified the need to create a structure at our University to thoughtfully empower and support blended and distance learning. While Longwood had created some support years before, we realized at the conference that our preparation and training for blended and online learning was lagging behind what many Sloan-C member-institutions are doing. We had also been tasked with spending a sizable budget on technology equipment and knew that the expense would be wasted if people were not in place to help everyone use it. This division was born out of a common problem across institutions—the notion of investing in technology without the human support and/or structure behind it to make sure technology gets used. To really get quality out of the technology, we must invest in the people who use it. We want to empower others to thoughtfully implement blended and online learning with an emphasis upon application to real goals, as opposed to buying "stuff" with little to no training our understanding of how to use it. And so, the Digital Education Collaborative (DEC) was born. The DEC is a separate division within Longwood University's College of Graduate and Professional Studies, where the Asst. Dean is now the Dean. The Director of ITS is now the Director of Policy and Planning and the Site Director is now the Director of Instruction and Training. All three of us have taken on increased responsibilities as a result of our collaboration at the 2011 Sloan-C Conference in Chicago that we will outline and share in this presentation. We will also share our planning and implementation process, how we built the division with existing resources, the value of

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purposeful communication and collaboration within an institution, and our goals. We will explain the seven organizational goal areas and corresponding key objectives that guide our division: Policy, Education and Training, Collaboration, Creation (content), Outreach, Quality, and Innovation. Prepare for a research supported, interactive and collaborative experience where you will have an opportunity to reflect and learn some tips and best practices for how to implement blended and online learning initiatives. We are confident that just as we learned a great deal from last year's Sloan-C, we shall offer up a similar experience for those who attend our session this year. There will be accompanying materials provided digitally for those areas that are not explored in depth in this collaborative session. Workshop Outline: Introduction to the Digital Education Collaborative (10 minutes). Goal

1: Policy Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes).

Goal 2: Education and Training Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes).

Goal 3: Collaboration Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes).

Goal 4: Creation (content) Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes).

Goal 5: Outreach Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes).

Goal 6: Quality Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes). Goal 7: Innovation Introduction and Background (5 minutes). Interactive Activity (5 minutes). Discussion and Reflection. (10 minutes).

Concluding remarks (10 minutes).

[Examining Instructor and Student Perspectives of Online Interaction through the Community of Inquiry Model](#)

Deborah Spiro (Nassau Community College, US)

Abstract:

How to design and facilitate interaction in an online course; recommendations will be discussed based on findings from a dissertation research study.

Extended Abstract:

Context for Research Study: A major distinction between the online classroom and the traditional learning environment is the lack of face-to-face contact. To compensate for the lack of physical presence, interaction takes on additional importance in the online classroom. The online environment can provide the impetus for the needed connections through the use of the course management tools, the design of collaborative activities, and the teaching strategies employed by the online instructor. It is important to hear from students and instructors to determine if there is a connection between what students value in their educational experience and what strategies instructors use to promote interaction. By exploring the similarities and differences between their perspectives, it can be determined if there is a gap between the two.

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With these new insights, recommendations can be made to help improve the design and development of online courses. A promising tool for conceptualizing online interaction is the community of inquiry model developed by Garrison, Anderson, and Archer (2000). The framework consists of the overlapping elements of teaching presence, social presence, and cognitive presence. Through the interaction of these 3 core elements, a quality educational experience is achieved within a community of learners. The community of inquiry framework was used to guide, interpret, and analyze the collected data. Using the template of the community of inquiry framework as a tool for analyzing the distance education experience, this study sought to identify the activities used in the classroom today to promote online interaction and the types of interaction that are valued by students and instructors. Research Questions The following research questions guided this study:

1. How have the different types of interaction (learner-instructor, learner-content, learner-learner, and learner-interface) been implemented in an online course?
2. What types of interaction do the students value, and what do they not value?
3. Is there a gap between the types of interaction facilitated by the instructor and the types of interaction that the students value?

Methods: The study employed a mixed-methods approach to obtain multiple sources of data. The data collection was conducted in three phases, beginning with a survey instrument that was administered to doctoral students followed by an online focus group with students and telephone interviews with instructors. The three research questions guided this study that investigated the value of online interaction from the perspectives of the instructors and the students. Results Each of the research questions is addressed, and the results are discussed within the three areas of presence identified in the community of inquiry framework. The different types of interaction that were facilitated were examined through the context of the community of inquiry template with new examples of identified indicators. The various methods of data collection also yielded data on the value that students and instructors placed on these types of interactions. The results indicated that there were specific areas and features of the online classroom that worked particularly well and other areas that needed improvement.

Discussion

The results from this study described the interactions that were implemented by the instructors and the interactions that were valued by the students of this course, which yielded a gap. Two areas that need considerable attention in redesigning and re-conceptualizing are the discussion forum and the synchronous conferencing classroom. Both have practical implications, but the data demonstrated a divergence between application and potential. Hearing from faculty and students in their own words provided valuable feedback that can be used in the design and development for the future. The findings from this study demonstrated the very real possibilities of interaction in the online classroom. They also illustrated the distinction between distance education as it was originally conceived through correspondence courses and what it can be today with the evolution of technology and instructional design. The use of varied content materials and diverse teaching strategies serves to enhance the capabilities for interaction and to create interesting educational opportunities that appeal to different learning

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styles. A major benefit of the online environment is the elimination of geographic boundaries, extending the scope of perspectives in the classroom (Rhode, 2008). This depiction is in stark contrast with the common perception of distance education as being "a lonely way to learn" (Anderson, 2005, p. 1).

How to Engage the Audience

There will be a presentation using web-based software, Prezi, and questions and answers will be encouraged throughout the discussion of the research study. Target Audience Online administrators, instructional designers, and online faculty members

[Using a Team Approach to Assess Online Course Quality and Training Needs with a Scorecard Called ROCS](#)

Patricia Gordin (Hodges University, US)

Beverly Hall (Hodges University, US)

Abstract:

The audience will participate in a simulation of a peer review process.

Extended Abstract:

Hodges University adopted the Rubric for Online Competencies and Standards (ROCS) in 2007. The scorecard consists of 28 indicators in six categories to benchmark quality in online courses. Annual Peer-to-Peer and self-reviews based upon ROCS have been catalysts for innovation, propelling the adoption of new professional development opportunities and communications software to deliver ever more powerful online experiences. PROCESS: From 2007-2010, reviews had been done by 6-8 hand-picked faculty teaching online classes. Faculty reviewed each other's courses. Participants reported that the experience had taught them something new about online learning and it was eye-opening to review other online classes. However, analysis of review data showed variable scoring reliability. Because the Distance Education Committee was relying upon this data for continuous improvement of online learning, there was a perceived need to improve the data collection process. For the 2011 review, the peer-to-peer review was conducted as a team, with a larger sample of six courses per academic level (Lower Division, Upper Division, and Graduate). After deciding how to apply their assigned standards to online courses (norming), teams of two faculty members in each category submitted reviews of 18 randomly selected online courses delivered by other participating faculty. Thus, in the quantitative review, each course was evaluated against 28 indicators of exemplary practice in online education (Rubric for Online Competencies & Standards - ROCS). Each indicator was rated on a scale from 0 (Not Evident) to 5 (Exemplary). The 28 ratings were summed to produce an average for the faculty member whose course was under review. The paired scores were then correlated (0=No correlation; 1=Perfect Correlation) to determine reliability. The team assessment with randomly selected courses yielded a lower overall score in 2011 (2.9 on a 5-point scale) than in 2010 (3.7). These results were closer to the 2007 overall score of 3.2. On a positive note, however, the moderate to strong correlations (.56, .72, and .74) shown by three of the six teams indicated that reliability of some of the ROCS evaluation data improved. However, in 2011, the zero to weak correlations (0, .16, and .29) shown by the other three teams indicated that there was still more work to do in "norming" the ROCS prior to the 2012 evaluation cycle. (In 2010, the highest correlation between paired scores had been .43.)

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HISTORY: The Office of Academic Affairs, with the help of the Distance Education Department, has been expanding online course offerings at Hodges University since 1995. Then known as International College, the first online offering was Managerial Ethics, taught by the founding Dean of the Johnson School of Business. Distance Education grew steadily through fall 2008, when the number of students in online programs was 172. However, surges in enrollment in 2009 and 2010 more than doubled online enrollment. While most of these enrollments were in Florida, distance learners from most parts of the United States, as far away as California and New York, attended Hodges programs online. Still more were attending some classes online and some on campus. With a continuing mission to expand the breadth, depth, and quality of online services, a strong quality assurance program has become essential. Among the standards developed to ensure students a quality experience online, the Distance Education Committee adopted a set of 28 quality indicators in 6 categories: Learner Support, Online Organization and Design, Instructional Design and Delivery, Assessment and Evaluation of Learning Outcomes, Innovative Teaching with Technology, and Use of Student Feedback. These standards were derived from national benchmarks for online quality promulgated by organizations such as Sloan and EDUCAUSE and regional accrediting bodies such as the Southern Association of Colleges and Schools. The name of the standards became the Rubric for Online Competencies and Standards (ROCS). At the core of this process was faculty peer and self-evaluation, based upon these standards.

THEORETICAL PERSPECTIVE: In his imperative to higher education leaders, higher education scholar Peter Ewell admonished "To get systemic improvement, we must make use of what is already known about learning itself, about promoting learning, and about institutional change" (1997, p. 3). Following this reasoning, to accomplish the genuine transformations necessary to help more online students succeed, colleges need to re-think how their various functions work together to accomplish goals for student learning. The Distance Education Committee (a subcommittee of the Academic Committee) is this type of blended community, representing every part of the University. It is the annual review of the ROCS evaluations that drives discussions among colleagues on the Distance Education Committee toward a discovery and adoption process. Two theories of organizational workings help to explain this process. First, the community of practice theory of social learning (Wenger, 1998) explains how professional development and collaboration play key roles in organizational learning, a primary goal of assessment. In this case, learning within a community brought about mutual understanding. Second, sense making (Weick, 1995) describes the process through which the results of assessment and self-reflection can be transformed into organizational goals. Mutual understanding, structure, and process together form the conditions in which the roles of these higher education practitioners intersect to propel distance education toward its future.

PRESENTATION GOALS: In addition to describing the team approach to quality assurance used by Hodges University (HU), attendees will receive a handout of the scorecard, participate in a simulation of the peer review process, and be able to link to trend reports posted to the Internet.

REFERENCES

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Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. New York, NY: Cambridge University Press.

[Customized Consultation to Support Design and Development of Blended Courses](#)

Juhong Liu (James Madison University, US)

Abstract:

This presentation will explore the utilization of customized consultation to support faculty in designing and developing blended courses. Strategies and examples will be presented.

Extended Abstract:

As more and more technologies merge with daily practice in higher education, blended courses are becoming a rising trend in combining the best between face-to-face and online environments. The orchestra of online and face-to-face learning settings has presented enormous potential for the reconfiguration of class time, space and learning activities. Web, mobile, and various computer-based technologies have enabled the delivery of sound, images, and video to reach learners both asynchronously and synchronously. With the plethora of methods and techniques, what is the best balance of face-to-face and online components for a blended class in a particular subject? How does an instructor plan the design process to ensure the course-specific transformation? This presentation will focus on strategies that untangle the complexities in transforming a face-to-face class to a blended one, based on positive feedback in the consultation of more than 30 blended courses in various subjects. The presenter will discuss the questions to be addressed and the procedures to be used in ensuring effective customized consultation. The session will introduce syllabus review with peer faculty mentors and peer review of course structure online as an extended consultation mechanism among faculty, which are coordinated by an instructional designer and guided with rubrics. Scenarios and examples to help the instructional faculty determine pertinent technologies and techniques will be demonstrated, as well as student support and orientations. The presentation will share working documents and technology examples as well as evidence of practice. The benefited audience can include instructional design and technology professional and faculty development management personnel.

[Challenges in Training Faculty for Online Teaching Certificates](#)

Sajid Hussain (Fisk University, US)

Kathleen Ives (The Sloan Consortium, US)

Abstract:

Share challenges and best practices in training 19 faculty members for Sloan-C's Online Teaching Certificate, including more details for Biology, Computer Science, English and Mathematics.

Extended Abstract:

Context The primary goal of Fisk University's Student Aid and Fiscal Responsibility Act of 2009 (SAFRA) grant is to improve student retention and graduation through comprehensive and

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systematic online student services. By providing courses through distance education, access and learning is promoted, individual development is enhanced, and students can become life-long learners (regardless of their ability to physically attend classes). Distance education provides greater access for an increased number of students, many of whom are working and/or considered nontraditional. Faculty members are trained using Sloan-C Online Teaching Certificate and Blackboard Training workshops. Assessment and evaluation for the effectiveness of online teaching certificate are conducted.

Methodology & Results

One of the objectives of SAFRA grant was to: Train faculty to incorporate effective technology tools and best practices in courses (face-to-face, blended, and online). The summary of related activities is as follows:

- Hosted a Faculty-wide required 2011 Spring Faculty Retreat, in cooperation with the Sloan-C Consortium, where faculty learned about the numerous evidence-documented impacts on LEARNING that these tools can make possible.
- Twenty-six faculty (of ~ 54 teaching faculty) registered with the Sloan C consortium to take their initial 10 week course toward certification as online investigators, and 19 have completed this comprehensive introductory course toward the final certification.
- Because earlier surveys revealed some baseline lack of confidence with learning management, we initiated campus-wide small-group workshops and individual learning sessions with Fisk University's updated Blackboard system, promoting these sessions via faculty-wide emails and announcements at the Faculty Assembly meetings. Thirty-three faculty (of ~54 faculty), upgraded their Blackboard skills o Formal two week session for Blackboard training: 12 faculty participated
 - One-on-one Sessions: 15 faculty members participated.
 - Ongoing consultations o Increased confidence of faculty using Blackboard is manifest in 24 faculty members relying on Blackboard to post the course syllabus, provide assignments, provide learning materials, host and grade discussion sections, administer quizzes, and/or administer exams in the 2011-2012 academic year.
- Assessments are conducted to evaluate the effectiveness of online teaching certificate.
- The dissemination of faculty contributions (portfolios, final presentation, electives, etc.) related to online teaching certificate will be discussed. In this information session, we will share our experience in conducting and obtaining Sloan-C Online Teaching Certificates. Further, as sample case studies, more details will be provided for Biology, Computer Science, English, and Mathematics. The information will be valuable for instructors, faculty members, and administrators.

[Faculty Performance Assessment Using Data and Dashboards](#)

Kimberly Ford (Walden University, US)

Abstract:

Faculty performance assessment using data and dashboards can aid institutions in strategic planning, quality control methods, student satisfaction, and delivering quality education to students.

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Extended Abstract:

Context Faculty performance assessment can aid institutions in strategic planning, quality control methods, student satisfaction, and delivering quality education to students. Regardless of the type of institution, using research and data can help organizations create policies and improve faculty performance. There may be data collected not currently in use or there may have been efforts to begin collecting data that the organization has identified to begin to measure faculty performance. Focusing on how to tie data together to create a collective picture of faculty performance will depend on organizational needs based on expectations for tenure, policies and continued employment. There are many areas of data that could be used to create a faculty performance dashboard. Student surveys, faculty surveys, peer surveys, faculty issues, professional development, workload, GPA and grading are all some of the key datasets that can prove to provide a valuable picture of faculty performance. Defining what the organization deems important for data collection, is the first step in creating faculty performance dashboards. Problem Educational institutions have largely relied on student evaluations as a measure for faculty performance. While student evaluations do contain value in determining faculty performance to provide the organization with assessment information, looking at other aspects and areas of faculty performance can give a broader picture of performance. There are a number of categorical areas that can be defined as valuable information that the organization may be currently collecting or could be identified as useful in faculty evaluation. The general problem is that many educational institutions only scratch the surface of faculty performance assessment by limiting the data and information to only some of the key categories of performance such as GPA, drop rates, student surveys and sometimes peer review. Limiting data and information used for faculty performance assessment and management can result in limited results. Therefore, if an organization is concerned about developing faculty members in areas of improvement, the organization could be missing important areas that can impact student success, satisfaction and retention. One of the more challenging tasks faced by college administration is defining a method to assess faculty performance. In many educational organizations three general methods are used, which are scholarship, service and student evaluations (Wheeler, 2011). Another factor to consider is bias in the student evaluations as well as the concern that students may not be the best judge of teaching effectiveness. The problem is that many educational institutions do not look at other areas of data or incorporate other methods to determine teaching effectiveness and performance of faculty members.

Approach

To create an evaluative method, an organization must look at all of the factors that influence student learning, retention and outcomes. Within a traditional educational setting (brick and mortar), there are other opportunities to review faculty performance such as the (1) number of assigned courses, (2) development of course curriculum, (3) number of drops, (4) GPA distribution, (5) number of refereed students in comparison to number of graduates, (6) timely grading, (7) timely final grade submission and (8) peer review. In an online environment, opportunities exist such as (1) using the defined curricula, (2) number of drops, (3) GPA distribution, (4) weekly online course activity, (5) student responsiveness, (6) timely grading, (7) timely final grade submission, (8) faculty development opportunities, and (9) peer review

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process. To begin the approach, metrics must be defined as well as having clear policies in place of faculty expectations. It is difficult to measure effectiveness without these two items. Once key measures and metrics are defined based on organizational goals, data must be identified and determined if it is useful. The best place to start is typically with the organization's institutional research department. From there, it may be necessary to choose key pieces of information that the organization deems critical to begin measuring effectiveness. This will mean establishing relationships with those who have the data or those who can provide data. Once the metrics are identified, data is chosen and the stakeholders have provided guidance on what they need to manage faculty performance, reports and information must be disseminated in a timely manner so that should there be areas of corrective action needed, faculty managers can take a proactive approach in guiding faculty performance. Additionally, based on the same information, faculty members who stand out in the data and assessments can be excellent partners with the organization to develop and design faculty development information and tools, provide research and scholarship on learning and performance topics as well as faculty growth and recognition. Results The results of using a multi-prong view into faculty performance is that trends can be identified which can lead to the development or revision of curricula, growth in faculty development offerings and a more detailed analysis of performance for annual reviews. With collective information across the institution, faculty scorecards can be created that compare a faculty member's performance to that of the program where they are active, then compared at the school/college level and finally compared to the entire institution. These results can be used to collaborate with faculty on their ratings.

[Still Going Rogue: Policy Creation for Hybrid Course Development & Faculty Professional Development](#)

Amy Roche (Penn State University, US)

Wayne Anderson (Penn State Erie, The Behrend College, US)

Ron Costello (Penn State University, US)

Carol McQuiggan (Penn State University - Harrisburg, US)

Abstract:

Four college campuses share their processes for hybrid/online policy development and implementation, including challenges, benefits, and changes. Tips and policy language will be shared.

Extended Abstract:

As physically distributed campuses of a large Research I university, the instructional designers at the respective campuses were on their own when it came to developing policies for hybrid/online course development and faculty members' engagement in professional development. Each campus is at different phases of policy development and implementation. This session will explore their four case studies focusing on the intended impact of the policies, preliminary results, and common themes in each. During this session, participants will be able to formulate their own plans to start the policy development conversation at their institution by combining several key strategies identified in the case studies. While exploring the case studies, the focus will be on the different policy development approaches to the same problem. The presenters will identify similarities and differences among the approaches and will analyze

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which aspects would be best to incorporate based upon the needs of an institution. Participants will also be able to apply illustrated sample policy language, essential policy guideline elements, and tips for building a local dialog in their particular situation. Participants are encouraged to share their own challenges and experiences in an interactive discussion via polling, think-pair-share, twitter, and/or other social media based upon the conference room size. This interactive discussion will be interlaced within the presentation and adequate time for questions and answers will be provided near the session's end. The policy creation at the four campuses did not come to fruition due to a central directive for policies from the large Research I university. Several of the campuses created their own hybrid/online course policies based upon their various campus atmospheres. The atmospheres included faculty working on their own without seeking the assistance of an instructional designer, faculty wanting to know the formal procedures to design and develop hybrid/online courses, the desire to ensure quality within hybrid/online courses, the need to correctly reflect course delivery to the students, and the desire to implement appropriate professional development for faculty. In addition, during fall 2011 in a formal recommendation to address necessary changes in the Research I university's operation, one main theme was to increase hybrid/online learning at the physically distributed campuses. Since this announcement, there has been an increase in development and delivery of hybrid/online courses and has led to the examination, revision, and/or creation of hybrid/online course policies at the four campuses. The presentation will explore how each campus developed their policies, the implementation of the policies, and changes resulting from the policy implementation and/or the increase of hybrid/online learning since fall 2011. Penn State Abington has many adjunct faculty that enjoy teaching hybrid courses. To ensure the highest quality hybrid courses, administrative policies were passed as academic procedures that required faculty to go through a hybrid teaching and development course in order to submit a proposal to take their existing face-to-face course and develop it in a hybrid format. Since implementation, it has created an influx of faculty who wish to follow in their colleagues' footsteps. The presentation will focus on data collected to see how the influx of faculty through the faculty development program for online teaching and hybrid course development are changing the methods and practice of individual instructors online and in the classroom. This includes the move to student-centered and community-driven pedagogies. Qualitative and quantitative data will explore the impact on student success. Penn State Berks has utilized a grant model to create hybrid courses. To document the hybrid course creation process used in the grant model, the Berks Hybrid Course Development Model was created as an administrative report. In addition, after fall 2011 there have been several faculty members creating their own hybrid courses without consultation of the Center for Learning and Teaching (CLT). To address this, additional policies and changes of how hybrid courses are created were identified. An eLearning Stakeholders' meeting was held to create a policy that requires faculty to list the hybrid courses with the registrar and to receive a recommendation to work with the CLT. Along with this policy, there is currently a move from the grant model to a professional development model where faculty work more on their own. The emphasis of this transition will be to increase the quantity of hybrid courses while minimizing the potential decrease in quality. Penn State Erie, The Behrend College, has utilized a grant model to create centrally supported hybrid courses. The proposals originate from faculty members and are vetted by the schools to ensure the course addresses a strategic need of the unit. A faculty advisory panel is currently exploring

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challenges and barriers for increased hybrid course delivery. This group has identified key questions to be addressed by campus administrators before policy guidelines are developed. The panel has discussed topics a policy would address and possible solutions. Penn State Harrisburg's Faculty Senate / Academic Council identified the need to have a consistent procedure for faculty to be prepared to design and develop hybrid/online courses, have the course properly listed by the registrar, and to have faculty prepared to teach a hybrid/online course. A policy was drafted by a task force, and then vetted and approved by Academic Council and the College Faculty Senate. Since implementation, changes have focused around faculty engagement with the Faculty Center in the redesign and development of the hybrid/online courses, strategic planning for hybrid/online courses, and faculty capacity to teach these courses. After exploring the local actions of the four campuses, there will be a panel approach to discuss the various issues: what aspects of the policies are working, what aspects of the policies need revision, and what has changed in the campus atmosphere since the policy implementation. This portion will also focus upon discussion about innovation in hybrid/online courses, academic freedom, and course content control, including misconceptions, how to resolve misconceptions, and provide a culture of understanding about hybrid/online courses.

[E-Learning Fellows Professional Development Program: A Blueprint for Transitioning Faculty From the Classroom to the Web](#)

Ryan Allen (University of Dayton, US)

Jerry Timbrook (University of Dayton, US)

Leah Bergman (University of Dayton, US)

Abstract:

This panel will discuss the University of Dayton's eight-session faculty development program that focuses on best practices for transitioning face-to-face content to an online environment.

Extended Abstract:

Context/Problem: Although distance learning is an area ripe for potential growth, university faculty often lack the interest, incentive, and skill set necessary to create and deliver a successful online course on their own. This problem is especially prominent in universities that do not extensively employ dedicated instructional designers, as faculty members can become overwhelmed by the technical and pedagogical challenges of translating face-to-face course content to an online environment. Once the term begins, many faculty new to teaching online do not have a full understanding of the differences between teaching a face-to-face course and facilitating an online course. These faculty often miss out on unique opportunities for student engagement afforded by the online environment. This lack of interaction can leave students feeling disconnected from their educational experience, and can ultimately result in negative learning outcomes. In this session, the University of Dayton (UD) will share the details of their "E-Learning Fellows Program." This semester-long professional development program prepares faculty members to build and teach an online course. The course focuses on best practices for transitioning face-to-face content to an online environment, and highlights pedagogical considerations for facilitating an online course. Approach: In this session, we will share the specifics of our E-Learning Fellows Program (ELFP), a program developed to prepare educators

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to face the challenges posed by online learning. The ELFP was designed to support a cohort of faculty as they constructed an online course. An additional goal of the ELFP was to create a community of practice and discussion for teaching online pedagogy. It was our hope that after successful completion of this program, these faculty members would act as a motivating grass-roots force on campus, educating their colleagues about best practices for teaching online. Twelve faculty "Fellows" were selected by Deans and Department Chairs from a variety of academic units. The program consisted of eight two-hour sessions held on Friday afternoons throughout the spring 2012 semester (six in-person sessions, two online sessions via the synchronous learning tool Blackboard Collaborate). Throughout the program Fellows were encouraged to reflect on their experience as a student rather than a facilitator, and apply this perspective when delivering their own online courses. The curriculum was developed based on two texts, *Conquering the Content* (Smith, 2008) and *The Online Teaching Survival Guide* (Boettcher & Conrad, 2010), as well as the cumulative knowledge of the E-Learning Department. Each Fellow was given a copy of the texts, a webcam, a handheld mp3 recorder, and a USB headset. Sessions focused on the following themes:

- **Course Structure** - How should an online course be structured before the first day of class? Fellows explored the importance of establishing measurable learning outcomes, a detailed syllabus (highlighting the unique requirements of a syllabus for an online course), a detailed course schedule, and a pre-class welcome letter.
- **Course Content** - How should course content be organized and displayed to online learners? In this session, the Fellows discussed chunking course content, and laying this content out within UD's Learning Management System, Sakai. Principles of inclusive/universal design were also applied to course content.
- **Student Engagement** - The Fellows discussed the challenges and possibilities involved in engaging students of a variety of learning styles in an online environment.
- **Building Online Community** - Every university's campus has a unique sense of community, which should also be pervasive in an online course. The Fellows discussed ways in which UD's community values could be included in an online learning environment.
- **Assessing Students and Providing Feedback** - Prompt, continuous, and detailed feedback is imperative to student success in any class. This session focused on training the Fellows to use tools like Jing, podcasting, and Blackboard Collaborate to provide individualized feedback and assessment to online students.
- **Ensuring Quality in an Online Course** - Fellows examined a variety of internationally recognized rubrics (including Quality Matters), and evaluated one another's online courses using a UD-created rubric. As a critical deliverable, each faculty member constructed the entirety of an online course, and was expected to teach the course within one year of program completion.

Conclusions Faculty members in this program produced twelve online courses: three courses for the School of Law, four for the College of Arts and Sciences, three in the School of Engineering, and two for the School of Business Administration. Each course passed quality standards, and is scheduled to be delivered in the summer or fall of 2012. The program participants were surveyed throughout the sessions on measures of satisfaction and perceived skill set improvement. The Fellows' scores will be shared, as well as their remarks about the program. Student satisfaction scores with the ELFP courses will be aggregated and shared as well. Anecdotal evidence also supports the notion that this program was successful at providing faculty with the technical and pedagogical skills necessary to build and teach an online course. The program was also important in breaking the Fellows' preconceived notions about online learning, and helped them to rethink the

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importance of student engagement and community in online courses. Whether at public or private institutions, faculty often struggle to make the transition to teaching online. The lessons learned in creating the ELFP would translate to any institution that wishes to grow its online presence. Balancing faculty workload and providing adequate time for developing new skills in teaching online are issues shared across academy. The ELFP provides a successful example of a professional development program that supports online student success while incorporating the values and mission identity of a traditional campus culture. Audience Engagement Q&A will be encouraged throughout and at the end of the presentation. Poll Everywhere will be used to collect audience perspective on the challenges facing online learning. Participants will be encouraged to think about and discuss current institutional and faculty attitudes towards online learning and how a model similar to the ELFP could be implemented at their institution (while still incorporating their university's unique culture). Presentation slides and a list of resources used for the ELFP will be provided to participants.

[Structuring Online Teacher Training with Acquisition and Learning](#)

Abigail Grant (Indiana, US)

Abstract:

Using Krashen/Gee to formulate a theory on technological literacy, this session uses acquisition and learning to frame online teacher training balancing technology and pedagogy.

Extended Abstract:

Despite the growing sensation of online learning, online teacher training is not growing at a comparable rate. Therefore, instructors are just finding themselves in a CMS (course management system), struggling to add their face-to-face assignments somewhere, and often without institutional support for training or professional development. Based on the dissertation by the presenter, "Distinguishing Online and Face-to-Face Education: Acquisition, Learning, and Online Pedagogy" this session will argue for a dramatic change to current online teacher training trends in American higher education. This shift includes a major re-examination of the goals of current online teacher training (which is often increased technological skills). While improving a teacher's technological capabilities is an important factor in becoming a successful online teacher, it should not be the sole focus in training. Rather, training needs to be a balance of technology and pedagogy. Using Krashen (1988) and Gee (1989) to formulate a theory on technological literacy, this information session uses acquisition and learning to frame online teacher training balancing technology and pedagogy. Therefore, the research questions associated with this presentation are as follows: 1. How does literacy instruction in other fields translate into improving technological literacy for online instructors? 2. How can a systematic use of the notions of acquisition and learning be applied to the development of technological and pedagogical skills for teachers who want to teach online? 3. What would a single course design and a graduate-level degree program in online pedagogy, balancing acquisition and learning, include? And why? This presentation will first establish the credibility of tracing acquisition and learning through second language acquisition (Krashen) through Gee's understanding to use this framework to define technological literacy. Once the framework of acquisition and learning has been established, this session will use rhetorical inquiry to examine how the framework could be applied to online teacher training. Specifically, the author has

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developed a continuum of acquisition-learning that needs to be applied to individual courses and an overall program design for online teachers. The content of a course or program design in online pedagogy is garnered from extensive research across institutions worldwide as to certificate and degree programs with a focus in online teacher training. By using acquisition and learning to define technological literacy in this respect, these changes in teacher training can respond to the overwhelming focus on technological skills without a balance of pedagogical knowledge to support these skills. From this session, attendees can gain a better understanding of necessary components to an online teacher training program whether it be short term (single course, certificate, professional development) or long term (degree program). Attendees can also gain information as to a pre-established course and degree program if their institution is interested in beginning or adding to such a program. This session is intended for all audiences, particularly those involved in program design who may be interested in developing or incorporating aspects of the acquisition-learning continuum to their programs in online pedagogy. This session is also intended for individuals who have been struggling with research into or development of an online teacher training program for their institutions, departments, or faculty members.

[Case Study: Strategies for Faculty Development for Online Instruction When Research is the Priority](#)

Rebecca Van de Vord (Washington State University, US)

Abstract:

A conversation about strategies designed to impact the quality of online instruction at a Research 1 University where research, not teaching, is what's valued.

Extended Abstract:

Each term about 170 instructors deliver over 200 WSU Online courses. Many of these instructors teach the same course repeatedly, but there is at least 20% turnover each term. As noted in the description for the Faculty and Professional Development & Support Track "many faculty members come to higher education without training on pedagogy and practice in the area of online and blended learning." What can we do, on an ongoing basis, to ensure faculty teaching online courses understand the pedagogical models and best practices? In addition, the use of technology is becoming a more integral part of face-to-face courses, not to mention blended courses, and in these instances as well, knowledge of pedagogy and best practices is critical to successful delivery and retention. To complicate matters, as a Research 1 University, teaching receives less attention than do research and grant writing. Over the past year WSU Online has instituted several faculty development strategies as part of a total reorganization of the unit. In the past our faculty services support staff were a part of our student services team, separate from our instructional Designers. Two individuals were assigned as Student/Faculty Support Coordinators (FSC) and responded to student and faculty needs during delivery of the online course. Instructional Designers worked with faculty to develop courses, but turned over the course and faculty to the FSC when the course went live. One of the first steps of our reorganization was to create a faculty services unit. Instructional Designers have become eLearning Consultants and the same individual now supports the faculty from development through delivery, and again each term the course is offered (cradle to grave so to speak).

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Second, we created an online certificate course entitled Excellence in Teaching Online, Certification of Instructional Effectiveness. The course is self-paced, consisting of 4 modules and takes 20-40 hours to complete. If an individual wants the Certificate they must register and take the assessment for each module. The course is being promoted to colleges and departments across campus with several considering requiring instructors to complete the course prior to teaching online. Third, we branched out to the larger University community, through the creation of an online One Stop Shop Web site, designed to support faculty across campus with issues related to technology mediated instruction. The University administration noted that faculty often don't know where to turn for which type of issue since there are several entities on campus that interact with faculty and technology. The One Stop Shop now provides a front door for all faculty to enter and provides the support to guide them in their search for the appropriate resources. As a part of the One Stop Shop, leaders from the various entities across campus meet twice a month to discuss issues related to technology mediated instruction and identify where there is duplication and where there are holes in providing the support faculty need. This collaborative approach is somewhat novel on a University campus and there have been challenges in moving in this direction. Fourth, we have initiated a Faculty Technology Advisory group. A small number of hand selected faculty, representing all of the colleges within the University, meet together with the Director of Faculty Services and Instructional Design, and the Director of Educational Logistics twice each semester. This group serves as a sounding board and testing ground as we move forward looking at innovative ways to deliver education. Further, with greater understanding of the online programs these individuals serve as ambassadors within their colleges helping others to understand what we do and why and how we do it. Lastly, we have significantly increased our number and variety of faculty trainings, including creating a new training space. The goal is to place more resources into training faculty, and less into the one to one hand holding that has been the process in the past, in order to increase our reach and positive impact on technology mediated instruction. The goal of this presentation will be to discuss these strategies, employed by WSU Online and to elicit conversation from others as to their faculty development strategies, successes and lessons learned.

[To Teach Online or Not to Teach Online? Motivational Factors Across Institution Type and Online Teaching Experience](#)

Deborah Windes (Trinity Christian College, US)

Faye Lesht (University of Illinois at Urbana Champaign, US)

Abstract: To teach online or not to teach online? What affects faculty choice to take the plunge? Come join this interactive session based on current research.

Extended Abstract:

One might think that with clear evidence of the proliferation of online education (APLU-Sloan, 2009), and evidence that there is "no significant difference" in student outcomes, that most faculty would be eager to participate. Not so. In fact, resistance to & skepticism about teaching online remains prevalent among non-profit institutions of higher education (Allen & Seaman, 2011; Benton, 2009), even as the "disruptive" nature of online education unfolds (Christensen,

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Johnson, & Horn, 2008). There is a growing body of literature on factors that facilitate faculty members' willingness to teach online, including intrinsic factors such as meeting students' needs and enjoying the challenge of learning new technologies for enhancing instruction, to extrinsic factors such as pay and job security (Meyer, 2011). However, we were interested in extending this knowledge to deepen our understanding of factors that facilitate and/or inhibit online teaching on the part of faculty at different types of institutions (i.e., community colleges, 4-year public and 4-year private) in the non-profit higher education sector. In addition, we sought to examine how online teaching experience influenced the motivation to teach online, and how those factors differed between institutional types. We began with an empirical investigation of administrators' perceptions of their faculty members' attitudes toward online teaching. This was a qualitative pilot study across institution types (Lesht & Windes, 2011) from which we based our recent Likert-type survey (along with a few open-ended questions) sent to over 3000 faculty across various types of institutions and with various degrees of online teaching experience. While the response rate was 11%, we learned quite a bit about similarities and differences based on institution type, years of online teaching experience, and factors that influence faculty to teach or not online. Through this interactive Sloan-C session we will:

1. Share highlights of our findings, including special considerations by institution type of ways to engage faculty to teach online.
2. Engage in discussion with participants on anomalies in the data to deepen exploration of factors influencing faculty to teach online.
3. Invite session participants to critique our list of "Top Five" take home lessons on "what works" when trying to engage faculty to teach online as a way to share in effective practices for motivating faculty to teach online.

Participants can then go back and apply these practices in their own settings. For example, the results of our study demonstrate that while there are similarities between faculty perceptions of online education, there are indeed differences between how faculty members at different types of institutions view online education and their motivations for participating. Community college faculty were less satisfied with online teaching than were those in public and private 4-year institutions. This was not related to faculty status, as the majority of the community college instructors participating were full-time tenure-track faculty. Instead, it might be related to use of interactive communication tools, as community college faculty in this sample did not use such tools nearly as much as was reported by faculty in the other groups. At the same time, in response to the statement "Student Engagement with the material is higher in online courses than in face-to-face courses", 4-year public school faculty had the highest level of agreement (48%), followed by community college faculty (33%), and then private faculty (28%). This difference might be attributed to either the increased use of asynchronous communication tools by public faculty (82%) as compared to community college faculty (31%), but does not factor in that faculty at private institutions use these tools to the same degree as faculty at 4-year public institutions. Another explanation may be attributed to the comparison of class size—faculty at 4-year public institutions may be teaching larger lecture classes, which when put online, increase the opportunity for student engagement. These types of trends and anomalies will be considered during the session to stimulate thinking and discussion. However, there are also striking similarities in the data that will be of interest to session participants. These findings include that among those who have taught online, their top motivations are: The importance of teaching online to meet students' needs, reaching new students not previously served by the institution; and discovering uses of technology to enhance teaching. For those

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who have not taught online, what would motivate them to teach online includes: Ensuring quality is not compromised, meeting students' needs, support (technical/design/fiscal). By the end of this short session, participants will gain insight about what works from the perspective of faculty in terms of willingness to teach online; engage in critical thinking on related anomalies in the data across institutions; and leave with a short set of key considerations for facilitating faculty teaching online they can use at their home institutions. References: Allen, I. and Seaman, J. (2011) Going the Distance: Online Education in the USA 2011 Wellesley MA: Babson Survey Research Group. Association of Public and Land-grant Universities-Sloan National Commission on Online Learning (APLU-Sloan), 2009. "APLU Report Strong Faculty Engagement in Online Learning." Available online at <http://www.aplu.org/page.aspx?pid=1348> Benton, T. H. (2009). Online Learning: Reaching Out to Skeptics. The Chronicle of Higher Education, September 18, 2009. Available online at <http://chronicle.com/article/Online-Learning-Reaching-Out/48375/> Christensen, C., Johnson, C. W., & Horn, M. B. (2008). Disrupting class: how disruptive innovation will change the way the world learns, New York, New York, USA: McGraw-Hill. Lesht, F. L., Windes, D. L. (2011). Administrators' Views on Factors Influencing Full-Time Faculty Members' Participation in Online Education. Online Journal of Distance Learning Administration, Volume XIV, Number V, Winter 2011. Available online at http://www.westga.edu/~distance/ojdl/winter144/lesht_windes144.html Meyer, K. A. (2012). The Influence of Online Teaching on Faculty Productivity. Innovative Higher Education, 37: 37-52. Available online at <http://www.springerlink.com/content/f1m5j74u1g18636v/>

Leap Into Performance: Alternative Online Assessment Techniques

Kadriye Lewis (Cincinnati Children's Hospital Medical Center, US)

Jennifer McVay-Dyche (Excelsior College, US)

Larry Schankman (University of Oregon, US)

Abstract:

This session presents performance-based alternative assessment techniques that can be used in online and blended courses. Characteristics of exemplary assessments will be illustrated with examples.

Extended Abstract:

Upon successful completion of the workshop, participants should be able to:

1. Describe performance-based alternative assessment techniques that can be used in online and blended courses and state the potential benefits of each technique.
2. Match assessment techniques with learning objectives and instructional strategies to ensure a strong internal structure for an online course.
3. Outline characteristics of exemplary online learning assessments with practical examples, including discourse analysis, self and peer evaluation, rubrics, online surveys, tests and quizzes for self-paced learning.
4. Evaluate real examples of threaded discussion messages, interaction, participation and

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communication through hands-on group activities.

5. Evaluate group work through self assessment and intra-group member assessment, including critical thinking and problem solving skills.

Assessment and evaluation help us make better instructional decision. For decades educators at all levels have practiced traditional assessment methods such as term-paper, tests, or examinations to evaluate students, rank them, and assign a final grade. However, this assessment method has failed due to the technological advances that created paradigm shifts in respect to students' expectations, the transition to online delivery, and teaching methods aimed at producing student-centered learning environments. As a result, students have become more involved in exploration, discovery, or problem-based learning that requires performance-based modes of evaluation and assessment in the online environment. To obtain valid and reliable measures of learning in the technology-oriented environment we need to move from traditional assessment toward performance-based modes of evaluation. Online instructors need training for gaining in-depth knowledge of effective alternative assessment techniques with appropriate measures that will help them bridge the gap between assessment techniques and their teaching methods.

This workshop will present performance-based alternative assessment techniques that are most effective for evaluating students' academic achievement in blended and online teaching and learning environments. Specific assessment examples will include intra group member evaluation, threaded discussion, interaction, participation and communication, projects, e-portfolios, self-assessments, peer evaluations, tests and mini-quizzes for self-paced learning, and weekly assignments with immediate feedback. Through small group activities, participants will match teaching methods and appropriate assessment techniques for proper course alignment; evaluate real examples of threaded discussion messages, interaction, participation and communication by using rubric-based scoring tools and performance assessment check lists; and identify advantages and challenges of alternative assessment techniques. The workshop will also discuss flaws in the assessment processes, deficiencies in course content and resources, assessor ability or shortcomings, students' lack of preparedness or other student-related factors including integrity violation, plagiarism, and cheating.

Note: Once we receive the list of the workshop participants, we will contact them and offer a few pre-workshop activities. We will ask participants to complete a short survey to: (a) capture participants' current knowledge of alternative assessment topics and (b) identify participants' priorities. We may also provide basic information on assessment via a wiki so that participants may explore workshop topics prior to attending our session. Moreover, this activity should generate further interest in and motivation to participate in our workshop.

Workshop Agenda, Topics/Activities (3 hours)

Step 1 (5 minutes): Welcome and Introduction. Introduce presenters and provide an overview of the presentation.

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Step 2 (15 minutes): Small Group Activity: Warm-Up Discussion.

Group members get to know one another through the following prompts.

Think of a word that best represents you, your life, or your interests at this point in time. Then, introduce yourself to the group members in a few sentences by explaining why you chose the word.

Select an online instructional activity that you believe is difficult-to-assess and write it down.

A group reporter will briefly share their group's responses for the difficult tasks to assess online with the other groups and the facilitators.

Step 3 (15 minutes): Matching Activity -Types of assessment with the correct description

Step 4 (20 minutes): Didactic Slide Presentation: Overview of Online Assessment.

- What is assessment and why do we do it?

- Defining and describing alternative assessment

- Using Bloom's Taxonomy to align assessments and objectives

Step 5 (15 minutes): Small Group Activity: Match Assessment Techniques

Working in small groups, participants will match assessment techniques with learning objectives and instructional strategies (materials will be provided)

A group reporter will briefly share their group's responses for this task.

Step 6 (20 minutes): Didactic Slide Presentation: Aligning Assessments with Outcomes

- Characteristics of exemplary online learning assessments

- Group work assessment using intra-group member evaluation (self and peer evaluation)

- Options for alternative assessment in online education

- Examples of assessment activities and rubric based assessment

Step 7 (10 minutes): Break

Step 8 (35 minutes): Small Group Activity: Evaluate Real Examples of Online Instruction

Working in small groups, the participants will evaluate real examples of threaded discussion messages, interaction, participation and communication (materials will be provided).

Step 9 (15 minutes): Presentation of group findings. Each group will present their work to the larger group and share their findings.

Step 10 (20 minutes): Didactic Slide Presentation and Discussion: Promoting Academic Integrity

- Reducing opportunities for cheating through alternative assessments.

- Present techniques and tools for deterring academic dishonesty such as plagiarism and cheating.

- Discuss problems and potential strategies for overcoming issues related to academic dishonesty

Step 11 (10 minutes): End of session. Wrap-Up Workshop Evaluation

[Faculty Support and "realizable" Course Improvement in a Rapidly Changing Online Environment](#)

Colin Marlaire (National University, US)

Abstract:

Institutions struggle with the hundreds of courses they offer online and rapid changes in technology, this presentation outlines scalable models for development and course improvement

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Extended Abstract:

One of the challenges we face when attempting to create a faculty community at National University that fosters innovation, drives excellence, and centralizes resources is that of geography. Our full-time faculty, and especially our adjuncts, are scattered across the state, the country, even the globe. How does National University create a virtual space that connects faculty to one another, actively engages them in an ongoing discussion of best practices, innovations, challenges? The presentation will describe the virtual community created by the Faculty Center and built on the Going On platform. The presentation will show how the Faculty Center's Faculty Community supports the institutional aim of centralization as it provides a space where all faculty can access resources, tools, and communities related to their teaching. The Faculty Center also delivers training that focuses on both the technologies and pedagogies connected to distance education. The Center's activities are designed to drive excellence along two parallel yet synergistic paths - by using a virtual community to support innovators in their exploration of emergent technologies and practices and by identifying opportunities when innovations foretell of new benchmarks, new standards for educational quality that should be adopted as institution-wide practice. Much of the presentation will be devoted to sharing the Community, the process of its construction, its current state, and future plans. The presentation will also feature the professional development courses designed for NU faculty. Through the organic and continuous evolution of the courses the Faculty Center, National University has mechanisms to efficiently disseminate and inculcate new practices stemming from the discoveries made through innovation. This insures that what we define as excellence is far from static and stagnant, and instead evolves as we adapt to changes in technology, pedagogy, and the students themselves. In the deployments of both the Faculty Community and the training courses, the Faculty Center met with significant challenges that affected the path we followed to achieve our goals. The presentation will also devote time to a frank assessment of the challenges any institution faces when attempting to inculcate technological change across a faculty body and will offer strategies that will minimize potential resistance and other barriers to faculty acceptance. One example of such a discovery involves the use of embedded links in courses that compile faculty feedback and collate it into Google Docs. National University is instituting a process whereby feedback is compiled automatically into reports that can be used to document and address all opportunities for course improvement, from redressing broken hyperlinks to calling for substantive structural and pedagogical changes to the course as a whole. These reports are made available to several internal and external audiences: the adjunct and full-time faculty that engage in CIP processes, teams that offer training and support to faculty, administrators tasked with assessing faculty service, and assessors determining the depth of improvements made to educational content and delivery over time. This process makes each type of course revision, from small updates to Master Courses to substantive course overhauls, more manageable. It also returns legible data that can be readily incorporated into faculty review and development processes. In prompting faculty to identify such errors within the course even as they quickly redress them, this process improves efficiency (replacing a manual process where each faculty teaching a section repairs a link each time the master course is copied with one where the repair only needs to be done once). By tracking the number of those errors by course, along with the date the course was last revised, National University will be able to create general guidelines concerning the lifecycle of the

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course. This same form and reporting process will be used to track feedback that points to more substantive potential changes to course structure and content. Such data will be collated into a document that will be reviewed by course leads on a regular basis and will provide a road map when the opportunity for course revision arises (during, for example, regular cycles of Program review). Course leads will also be able to track the participation of individual faculty in providing such feedback, and will therefore possess a tool that can aid in their evaluation of individual faculty contributions to the programs in which they are housed. These road maps can also be provided to both assessors and administrators as direct evidence of faculty efforts concerning course and program improvements. Such feedback will also be regularly reviewed both by faculty and teams devoted to supporting faculty, and will be used to help guide training efforts, the procurement of new technologies, and the establishment of future best practices. By attending this session, participants will be able to better understand the power of constructing a vibrant and open space for faculty development and collaboration, identify different models for training faculty and incentivizing faculty development and contribution, and increase their awareness of the shifting educational landscape and the importance of flexibility to institutions within that environment. Participants will also understand the power of minimizing manual labor wherever possible to engender all faculty in deeper and more involved discussion of course pedagogy and improvement. They will see an example of a single process that ... Ensures significant items can be captured both by relevant Lead and support for immediate action Tracks such change over the long term provides both internal and external evidence of Program improvement and ongoing assessment Can be used as a metric for identifying faculty service Can be used to define lifecycles Can also communicate opportunities for more training and the adoption of new tools and approaches.

[An Analysis of the Research on Faculty Development for Online Teaching: Identification of New Directions](#)

Katrina Meyer (University of Memphis, US)

Abstract:

How future studies on faculty development for online teaching should be designed?

Extended Abstract:

This paper will review the existing literature on research conducting for and about efforts to provide faculty development for online teaching. Several journals have been included in this review, from those focusing on online teaching (e.g., JALN, Online Journal of Distance Learning Administration), to those focused on faculty development (e.g., Journal of the Professoriate, Innovative Higher Education), to those focused on adult education (e.g., Adult Education Quarterly). The review also included a number of books on faculty development. These publications are being analyzed for similarities and differences in theories tested, methods used, and results found. Early analyses of this literature indicates a number of differences, including faculty development that has various aims (online teaching versus transforming face-to-face instruction), timeframes (training that is short versus long, measured in weeks or months), delivery method of the training (face-to-face versus online versus blended), research design (evaluation of training versus research of theory), research outcomes (faculty

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satisfaction with training versus change in faculty teaching behaviors), and article purpose (sharing institutional practice versus providing analysis of what works or not). The analysis of the literature so far has found five problematic qualities. First, the lack of a theory base for design of the training and/or the evaluation of the training is problematic and discourages progress in our understanding of why or how faculty development can be improved. This should not be construed to mean that the designers of the training did not have a learning theory in mind when designing the training, but such theory is not clearly indicated in the articles based on the training. Second, articles published in the journals rarely include variables or constructs that capture individual faculty differences, or account for why such differences might affect the outcomes (in this way, the literature on faculty development seems to be behind the literature on student learning). Third, articles report evaluations based on one institution or one model of training; such articles may serve to only identify idiosyncratic results (results peculiar to that institution) that may or may not be generalizable to other institutions. Fourth, articles tend to evaluate a single treatment or a single set of treatments; it is impossible to evaluate the worth of various treatments from these articles or know which individual action or activity might work best for the situation being studied. Fifth, only a very few articles account for the cost of the training and assess the training in terms of a cost-benefit analysis. These findings support several recommendations for new directions in research on faculty development of online teaching. First, we need to coordinate studies across institutions, institutional types, disciplines, faculty types, and outcomes. Second, we need to adopt one or several theoretical constructs for these studies, from adult learning theory, to transformational learning, to situational learning (these are not an exhaustive set of useful learning theories that may apply to faculty). Third, we need to find ways to test small, discrete events in the training so that these can be assessed for their value. Fourth, several kinds of individual differences need to be incorporated into research on faculty development, from learning styles, to Myers-Briggs Types, to other approaches that illuminate how an individual might respond to online teaching or development approaches in a unique manner. Fifth, researchers in faculty development may wish to discuss and adopt some common definitions of training approaches and outcome measures so that results can more easily be compared across studies. In other words, based on this analysis of the research and theoretical literature applied to faculty development for online teaching, I wish to argue that the research on faculty development for online teaching needs to be improved along the lines indicated above so that its findings can more reliably and helpfully inform future practice among institutions wishing to help faculty improve their online teaching. The analysis will also specify some pertinent directions for this research that individuals are invited to pursue on their own or in coordinated teams.

[An Integrated Science Course Moves Online: Four Concurrent Perspectives](#)

Amanda Major (Alabama State University, US)

Shiladitya Chaudhury (Auburn University, US)

Abstract:

This presentation features narratives of four principals involved in moving an integrated, core science course from traditional to online settings at a large, research university.

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Extended Abstract:

Universities face several modern day challenges, including reductions in state appropriations, lack of available space for classes, challenges of engaging a technologically-savvy generation (Roberts, 2005), and preparing students for a global marketplace. Online education has emerged as a viable solution. The challenges and rewards of transitioning face-to-face courses to distance learning modalities are well documented (McMenomy, Hill, & DuBose, 2010; Ross & Rosenbloom, 2011; Willment, Groen, Baynton, & Slater, 2005), even for a senior science educator (Crawley, Fewell, & Sugar, 2009). To support faculty members' transition to online education, universities offer instructional design support, where ideas are exchanged with faculty members to ensure pedagogically sound and engaging distance learning. The aim of this study is to understand the lived experiences from the voice of the authors (a science professor, an instructional designer, a distance learning doctoral intern, and a distance learning director) in the process of transitioning a face-to-face science course to online modality at a large, research university. Understanding our stories will not only help us make meaning of the experience and improve our professional practices, but will also guide others in similar roles (e.g., designing an online course, supporting faculty in the transformation of their course, and overseeing this process). The method of this qualitative inquiry involves a personal narrative approach in which the authors reflect on their experiences of this process and analyze it through writing (Richardson & St. Pierre, 2005). By bringing a faculty member's voice into the research process, this addresses a gap in the research about preparing and supporting faculty members for online teaching (Baran, 2011). Using interactional analysis, we co-construct our experiences in written, emergent dialogue, resembling a narrative structure and resulting in an acknowledgement of significant thematic elements (Reissman, 2011). Our approach documents the experience of transforming courses to an online modality and improving professional practices. The interpretation of our dialogue will comprise a synthesis our stories while valuing the crystallization of our distinct voices (Richardson & St. Pierre, 2005), and it will conclude with recommendations for future practice and research. The audience will be engaged by interactive questions and answers as well as a partner exercise involving a reflection on processes pertaining to faculty professional development or information communication technology (like a think-pair-share). Participants will be able to shape their own professional development programs for online course design. References

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The Best Faculty Strategies

Alexandra Pickett (SUNY, US)

Barbara Truman (University of Central Florida, US)

Clark Shah-Nelson (Johns Hopkins University, US)

Abstract:

With a plethora of technology choices on how to deliver online courses, which tools really support the best pedagogy online?

Extended Abstract:

Technology tool choices are overwhelming even to the savviest online faculty. What does research and practice tell us about the best strategies for delivering effective online learning? This panel will share resources, strategies, technology tools, and effective practices for delivering online courses. The panel will view the design of online learning from the approach of faculty development and cutting edge approaches in online learning. Is it time to abandon the asynchronous environment? Are there ways to meld new technologies into the asynchronous environment? How can we leverage technologies to facilitate learner-centered teaching and learning environments? How can we use technology to present engaging online content, to facilitate engaging online collaboration and enhance interaction and to enhance online student feedback and assessment? What criteria can we use to assist faculty in the selections of the right tools for the job? This panel will discuss these questions and provide practical insights and recommendations....

Blending a Study Group Approach with an Open Education Course for Professional Development

Kathleen Stone (SUNY Empire State College, US)

Ellen Marie Murphy (Empire State College, US)

Abstract:

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Presenters from Empire State College will share the results of blending an open education course with study group sessions for professional development on open education.

Extended Abstract:

Open Education is a term we hear more and more often these days, but does "open" mean free? Does "open" mean a loss of rights to the creator? Are there best practices for using "open" and to share "openly"? These are just a few of the questions our group of faculty members, administrators and instructional designers sought to answer. As members of an OER Taskforce, we enrolled in David Wiley's open course on "Openness in Education" for which we could earn Badges. We met as a study group on a regular basis to work through the course content. In order to earn Badges for the Openness in Education course, participants were required to blog about the various topics we were exploring. These blogs are, for the most part, open to the public. In this session our team of instructional designers and faculty will share our experiences and what we learned by utilizing an open education course (MOOC) and face-to-face study group sessions for professional development on open education. Incorporating a study group with the online open education course was found to be effective for keeping participants engaged and moving forward through the course topics. Discussions were lively and positively affected the participant's blogs postings. We will also present how we conveyed this knowledge to the college community and how we are working with faculty and course developers to incorporate open education resources and other open concepts. Audience members will participate in a short demonstration of a hands on game used with the college community. A questions and answer session will be incorporated. This session is appropriate for anyone interested in blending study groups with online courses for professional development and those interested specifically in how to educate faculty and staff on open education.

[The Professional Adjunct: Saint or Satan?](#)

B. Jean Mandernach (Grand Canyon University, US)

Abstract:

"Professional adjuncts" create full-time careers via compilation of online teaching at multiple institutions. Presentation highlights faculty development initiatives and programmatic considerations resulting from this trend.

Extended Abstract:

Inter-related to the growth of online learning is a growing population of "professional adjuncts" who create full-time careers based on the compilation of online teaching at multiple institutions. Presentation will discuss implications of this changing adjunct culture in relation to faculty development, professional involvement, academic community and student engagement. The growth of online education has expanded opportunities for those who teach online. No longer limited by the universities located within a reasonable geographic distance; online educators are able to teach at institutions around the world without having to leave the confines of their home office. This simple fact has led to the emergence of a relatively new phenomenon in higher education: the professional adjunct. The professional adjunct creates their own full-time position via the compilation of online teaching at multiple institutions. While the existence of the professional adjunct is well-established, the implications of this role for the institution are less defined. Most of the discussion concerning adjunct faculty has centered on

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financial issues (i.e., less costly for the university, criticisms that adjuncts are underpaid compared to their tenure-track counterparts, etc) and student learning (i.e., comparisons of learning as a function of the full-time or adjunct status of the instructor). But these limited discussions fail to fully understand the implications of reliance on faculty that are "shared" by multiple institutions. Key issues surrounding the utilization of professional adjuncts teaching simultaneously at multiple institutions include: 1. Ownership, integrity and copyright of online course content 2. Impact of faculty development programming 3. Investment of faculty to the institution beyond the requirements of a specific course 4. Engagement to the larger academic community 5. Policies (including monitoring and enforcement) regarding conflicts of interests when teaching at multiple institutions Session will address the following key issues: • Growing trend of professional adjuncts • Impact of professional adjuncts • Challenges and concerns about the role of the professional adjunct • Institutional policies surrounding the professional adjunct role Attendees of this session will: • Gain an awareness of the unique advantages and concerns inherent in the growing reliance on adjunct faculty • Explore the implications of the professional adjunct for higher education • Critically analyze the implications of the professional adjunct for their institution context

[Measuring Technological E-Learning Readiness and Effectiveness in the Online Learning Environment](#)

Glenda Gay (University of the West Indies - Cave Hill, BB)

Laurie Dringus (Nova Southeastern University, US)

Abstract:

Online instructors: are you "e-learning systems ready"? Is your e-learning systems readiness score in-line with your institution's e-ready score?

Extended Abstract:

Context E-learning readiness (e-readiness) is a critical component in evaluating the effectiveness of online course delivery at the institutional level and the instructor level. To make cost-effective decisions about technology acquisition and training to support online course delivery across an institution or a consortium of institutions, institutions need to know if technology integration is at a sufficient level of perceived quality and satisfaction among online instructors. Online instructors need to gauge their technology knowledge and skills levels to determine if they are keeping current with technology trends. Online instructors need to be able to assess meaningfully the effectiveness of technology integration in online courses and what technological barriers instructors face in delivering online courses. We propose that a critical factor of e-learning success is the e-readiness of the online instructor. According to Penna and Stara (2008), e-readiness is quantified as a single numeric measure that explains the overall success of e-learning, where a low score signifies a technology deficiency determined by corresponding low scores in one or more dimensions. Knowing the e-readiness score can help to identify a learning institution's strengths and weaknesses in technology acquisition and training to inform policy decisions, to position the institution technologically in the competitive global market, and to apply limited resources wisely across institutional boundaries. This information can be used also to address instructors' barriers to technology use. The conference call indicates that "Ongoing issues around assessment, access, and quality all present questions

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that require thoughtful decision making. How will we confront these challenges?" In this presentation, we will engage the audience by asking, "Online instructors: are you "e-learning systems ready"? Is your own e-learning systems readiness score in-line with your institution's e-ready score?" Problem Instructors face pressures by administration, online learners and even colleagues to integrate various technology tools into their online teaching. Many instructors have not incorporated the technology as anticipated, citing adoption and integration of the technology into their teaching practices as challenging. Other issues include inadequate hardware, software, and facilities, and problems of connectivity and reliability apart from their hesitance in accepting the OLE as a valid learning medium. Widespread technology use in online learning environments (OLEs) is also hindered by online instructors' lack of awareness or lack of use of the various technology tools that can help the instructor improve engagement and learning. Online users are said to be e-ready if they had high scores in four readiness scales: academic, technical, lifestyle, and learning readiness (Holsapple & Lee-Post, 2006). A low level of e-readiness among online instructors could unknowingly impact educational institutions' successful delivery of their online programs. Approach A study at the University of West Indies aimed at deriving an e-readiness score of online instructors and of the institutional level. The study also assessed whether e-readiness affected instructors' perceived effectiveness of technology integration in online courses in examining three information systems stages proposed by DeLone and McLean (2004) in the e-learning environment: design, delivery, and net outcomes. A survey was conducted in the fall of 2011 to gather data on online instructor e-readiness and instructors perceptions of six aspects of the learning environment based on the IS Success Model. The six variables examined were System Quality (stability, speed and responsiveness of the technology), Service Quality (technology training to provide adequate learner-instructor interactions), Information Quality (accuracy, clarity and formats required for fast retrieval), System Use (extent to which the technology tools are actually used), User Satisfaction (online instructors' level of satisfaction when accessing and interacting in the OLE), and Net Benefits (positive or negative aspects of online instructors' experiences with adoption, integration and dependence on technology for online teaching). The survey also captured feedback from online instructors about their level of e-readiness, including their technical competence (technical literacy, and type of computer used in the OLE), lifestyle aptitude (communication patterns and online habits), learning preference toward the OLE (learning styles and values), and academic preparedness (years teaching and prior online experience). The online instructors for the sample (n=113) were chosen from among 144 online courses offered by the Open Campus of the University of West Indies. Courses are managed by one course coordinator and at least ten e-tutors. Aggregate ratings were used to determine the e-readiness scores of the university and the online instructors. Wang, Wang and Shee (2007), stated that a rating of four or higher on a five-point Likert-scale for each item indicates an acceptable level of e-learning systems success. Regression analysis was used to investigate relationships between instructors' e-readiness predicting each of the six variables. Results Survey results revealed that the e-learning systems success score of the university was 4.07 out of 5 or 81.4%. The e-readiness score of online instructors was 4.53 or 90.6%. Linear regression analysis indicated that e-readiness was a significant and positive predictor of the system design, system delivery, and system outcome stages (proposed by DeLone and McLean model) and their associated dimensions. Multiple linear regression analysis showed that the constructs

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together accounted for 42.2% of the variance in Net Benefits. Of the six predictors in the model, user satisfaction provided the largest unique contribution when the other predictors were held constant. The results of this study should assist in the understanding of the technology barriers that persist, that universities engaged in online course delivery will need to address when implementing plans that require instructors to integrate various technology tools in online courses.

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[Faculty Experiences in Online Education: Creating Measurable Learning Objectives](#)

Nancy Wingo (University of Alabama at Birmingham School of Education, US)

Elizabeth Fisher (University of Alabama at Birmingham School of Business, US)

Abstract:

Understanding how faculty create measurable learning objectives for successful online course delivery might provide insight into better ways to train and support online faculty.

Extended Abstract:

Canisius College, a Jesuit institution, has moved rapidly to build online programs, tripling the number in the last three years. To address this rapid growth, the ITS staff created a comprehensive faculty development program. As a result, we created and implemented an innovative collection of training offerings that helps connect faculty to the values and mission of our unique Jesuit and Catholic institution as well as addressing faculty members' prior experiences with online teaching. The challenges we encountered included: 1) Resistance from faculty with online teaching experience who felt formal training was unnecessary; 2) Faculty who were unfamiliar with a new delivery format; 3) Accommodating different levels of expertise in online teaching; 4) Applying the training to a wide variety and levels of online programs and courses; 5) Translating to the online environment the Jesuit value of teaching to the "whole person" The first step in our process was asking the faculty to take the Readiness for Online Teaching survey which placed instructors into the appropriate trainings to improve skills starting at their level. Using Palloff and Pratt's Five Phases of Online Faculty Development to guide the professional development offerings, the Plan is made up of three core workshops (novice, intermediate, and advanced), the Griff Guide to Teaching Online, resources for review

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and assessment, and professional development opportunities. The three core workshops have the added benefit of illustrating the student perspective of online learning by putting faculty in the role of the student. The instructional designer meets with each workshop participant to help to tailor their experience, demonstrate appropriate use of technology, and form a relationship for future consultations. The content engages participants with pop-up annotations, self-assessment quizzes, and interactive learning games through Softchalk, a site-wide licensed content creation tool that instructors can utilize in their own online courses. Softchalk helped to create the consistent layout, look, and feel of the workshops that helped participants to get over the navigation hurdle quickly, while building confidence to model consistency in their own online courses. Though unique, this plan is labor intensive and taxing on one instructional designer. However, we believe the added value is well worth the price for this kind of innovation. It not only requires customer service, but also maintenance attention. It was created to be flexible, so that it can develop with time, as technology and learning management systems evolve. Even our use of Softchalk allows for us to use the lessons on the Web or in a number of learning management systems. We already envision online-focused scholarship workshops and advanced learning summits as some possible additions in the future. During the session, the presenter will explain the components of the Online Faculty Development Plan; give a brief overview of the development process- including the special attention given to translating the mission of the College to the online environment and the use of Softchalk; and give ideas, resources, and best practices for attendees to bring back to their own institutions.

[Growing Online: Developing an Online Faculty Development Plan with the Help of Softchalk](#)

Leah MacVie (Canisius College, US)

Abstract:

Canisius College implemented a comprehensive faculty development program that connects faculty to the mission and to training based on level and need. Softchalk was key.

Extended Abstract:

Canisius College, a Jesuit institution, has moved rapidly to build online programs, tripling the number in the last three years. To address this rapid growth, the ITS staff created a comprehensive faculty development program. As a result, we created and implemented an innovative collection of training offerings that helps connect faculty to the values and mission of our unique Jesuit and Catholic institution as well as addressing faculty members' prior experiences with online teaching. The challenges we encountered included: 1) Resistance from faculty with online teaching experience who felt formal training was unnecessary; 2) Faculty who were unfamiliar with a new delivery format; 3) Accommodating different levels of expertise in online teaching; 4) Applying the training to a wide variety and levels of online programs and courses; 5) Translating to the online environment the Jesuit value of teaching to the "whole person" The first step in our process was asking the faculty to take the Readiness for Online Teaching survey which placed instructors into the appropriate trainings to improve skills starting at their level. Using Palloff and Pratt's Five Phases of Online Faculty Development to guide the professional development offerings, the Plan is made up of three core workshops (novice, intermediate, and advanced), the Griff Guide to Teaching Online, resources for review

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[Using Human Touch to Engage Online Students](#)

John Thompson (Buffalo State College, US)

Abstract:

Online instructors first need to be engaged if they want their students engaged. Learn how "human touch" serves to get everyone engaged.

Extended Abstract:

first need to be engaged. One important and visible way for the instructors to be engaged is to evidence "human touch." In these days of increasingly high tech approaches to education and learning, instructors need to be aware of and show their human side to the students. In his best-selling book, Megatrends, John Naisbitt wrote about "high-tech/high-touch." Thirty years after its publication, the need for human touch in online learning is a felt need more than ever. To paraphrase a common saying, "Students do not care how much instructors know until the students know how much their instructors care." Students want their instructors to be real people, with real emotions and understanding. This presentation will show how instructors can demonstrate human touch in their online courses. For example, instructors can create short welcome videos and make them available to the students even before the course starts. These clips (informally created using such websites as Voki.com and Present.me) give a voice and face to the instructor, making the instructor "real" and setting a tone for an open and interactive course. Instructors can continue providing short videos each week or that appropriate spots during the course using a variety of methods including such other devices as VoiceThread and voice over narration on PowerPoint slides. Other simple ways for instructors show the human

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touch include referring to students by name in discussions and emails and demonstrating openness to listening and replying to student comments, even criticism. Soliciting and responding to student feedback engenders a sense of community among the course participants. And there are instructors and institutions that go beyond just simple. Drexel University invites its online students to attend an online Virtual Tea Orientation as part of the Online First-Year Experience using a Web conferencing program. Students actually receive a sachet of tea included with their mailed invitations. For another example, an online instructor sent hot chocolate and popcorn to her online students one winter week. Then they all logged onto an Internet site to watch a movie together that was streamed over the Internet. Think of the sense of togetherness and belonging those students felt for their instructor and the course. Human touch is really all about creating and maintaining relationships. When students sense a trusting, caring relationship on the part of their instructor, students begin to perceive that their online experience is as much about them, or even more so, than the curriculum, projects, and test results. Students feel that their instructor is trying to establish a warm, supportive relationship, their sense of belonging and engagement increases. That's just human nature. The presentation will highlight many such examples of "human touch" in online courses, including those used by the presenter who has taught over 100 online courses. Goals: 1. Clarify what students are looking for in online courses and instructors. 2. Explain use of "human touch" in online learning. 3. Discuss some of the best practices of human touch in online instruction. 4. Show how instructors can increase their human touch by using their presence and technology tools to enhance student interaction and engagement by.

[**A Multi-campus Faculty Development Collaboration: It Makes Good Cents!**](#)

Susan Gallagher-Lepak (University of Wisconsin - Green Bay, US)

Christine Vandenhouten (University of Wisconsin - Green Bay, US)

Janet Reilly (University of Wisconsin - Green Bay, US)

Abstract:

A multi-campus faculty development program delivered primarily by distance methods aimed to enhance technology in online nursing education will be described.

The presentation will address the following goals: 1) Explain the structure of the 5 year collaborative faculty development program, 2) Describe the benefits of multi-campus collaboration from a satisfaction and financial perspective, and 3) Describe in detail steps to replicate this model using the e-learning year as the exemplar. Prezi will be used and time will be allocated in the presentation to allow for audience questions. In these times of shrinking reimbursements to public educational institutions, strategies to stretch dollars are important to employ. Faculty development of some kind is in place at all universities and there is a high demand for faculty development incorporating new technologies and e-learning in higher education. Sharing of resources and collaborative faculty development across institutions are rarely used however. The literature contains few examples of collaborative faculty development programs between multiple institutions. A 5 year, multi-campus faculty development program was started between nursing programs on 5 University of Wisconsin (UW) campuses in 2006. The campuses were: UW-Eau Claire, UW-Green Bay, UW-Madison, UW-Milwaukee, and UW-Oshkosh. Each campus participates in a collaborative online Bachelor

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of Science Degree in Nursing completion program. Topic domains for each of the five years were identified at the onset of the project and included telehealth, simulation, virtual gaming, problem-based learning and e-learning. Each campus was given responsibility to plan and deliver one of the pre-determined topics. The fifth and final year of the program covered the topic of e-learning and was planned and delivered by UW-Green Bay. The e-learning faculty development year will be detailed. Site Leader and Coordination Each UW campus had a site leader who coordinated the campus budget and faculty development activities. Major roles of the site leader were to; 1) maintain regular communication with participating faculty about the schedule of activities, 2) serve as a resource to answer questions, and 3) direct participating faculty to available resources. Some campuses maintained the same site leader across the five-year grant period while other campuses changed leadership a number of times. Compensation for site leaders (e.g., course release, monetary) varied and was determined by individual campuses. Each site leader was a critical component in the success of the faculty development model. The site leaders met together via monthly teleconferences to share updates and strategies leaders could employ to encourage participant engagement and participation in monthly videoconferences and other activities. Site leaders secured nursing faculty to participate from their campus in the year long program so each campus participated in each of the five years. The UW-Green Bay site leader worked with a planning committee to develop and implement the e-learning year. The site leader took the lead on budget expenses for the faculty development year, working with technical support staff on videoconferencing, and maintaining the D2L course. The site leader and planning committee worked together in developing e-learning content areas to be covered and coordinated content experts to present on these areas in monthly videoconferences. Site leader compensation for the e-learning year will be described. Monthly videoconferences Six one-hour monthly videoconferences were synchronously offered to nursing faculty participants on each of the five campuses during the academic year. Content experts from the hosting campus or other sites presented via Adobe Connect or similar technologies in each monthly videoconference. Technical staff from a hub or bridge coordinated synchronous videoconference broadcasts to each of the five campuses across the state of Wisconsin and were located at a sixth site in the state. Technology support staff was available during videoconferences at the hub and at each local videoconference site. Videoconference and technical support costs will be described. Monthly videoconference titles and associated costs during the e-learning year will be described. During the e-learning year, multiple speakers were used as content experts on selected topics. One international speaker presented via Adobe Connect from Washington DC. Several national speakers were used and presented via Skype. UW-Green Bay faculty also presented at videoconferences. Exposure to Technologies Each year, distance collaborations in faculty development created the opportunity to learn and use new technologies. In the e-learning year, participating faculty were exposed to six educational technologies: Adobe Connect, Desire to Learn (D2L), Polleverywhere.com, Prezi.com, Skype and Twitter. Faculty experienced the student role in learning technologies. Faculty members were taught skills in how to approach any new technology, a critical skill as technology advances are commonplace. Experience with new technologies was aimed at helping faculty move from novice to early adopters of technology and incorporate technology into their teaching practices. An open attitude about trying new technologies was encouraged. Use of open source technologies added no additional cost. Adobe Connect and D2L were part

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of the infrastructure on all five campuses. Adobe Connect and Skype were used to connect with content expert presenters. A D2L course was available to participating faculty each year which housed content (e.g., readings, Presentation PowerPoint), archived videoconferences, and allowed for virtual discussion. "Assignments" and/or readings were posted to the D2L course to assist participants prepare for videoconferences. Instructions for new technologies were also uploaded to the D2L course. Examples of these materials will be offered during the presentation. Multi-Campus Faculty Development Makes Cents While funding for this project from the US Department of Health and Human Services, Health Resources & Services Administration [HRSA] Project # U1KHP07714) supported faculty development and infusion of technology into nursing education, the costs for each year were quite manageable. Costs associated with faculty travel, often a high expense, are not needed for faculty development using this model. Using this model, costs can be shared among institutions (e.g., speaker costs) and planning time can be reduced (e.g., each campus plans only one out of the five years). Multi-campus collaboration built collegial relationships and networks of expertise. Examples of participant comments from the e-learning year will be shared in the presentation. The net effect of such collaboration was priceless! tended Abstract:

[Get REPPed! Relevant, Efficient, Proactive Support of Faculty Using Online Learning Technologies](#)

David Reid (University of Missouri-Columbia, US)

Abstract:

Discover a data-driven approach to enhancing faculty learning technology support at your institution. Results from our campus learning technology study will also be presented.

Extended Abstract:

It is well documented that the transition from a traditional classroom to an online learning environment can present ample challenges for many instructors. In addition to the needed pedagogical changes, there are also a plethora of new technologies and tools to discover, navigate, and digest. Training instructors on these online learning tools and technologies is often accomplished through the use of: written documentation, training seminars, online courses, consultations, video tutorials, and/or webinars. Each training approach has its own pros and cons, and faculty technology support staffs often wrestle with the same teaching issues their instructors do, namely, how to overcome individual learning differences and how to construct and present their training material in an efficient and quality manner? Likewise, with a plethora of existing learning tools, devices, and configurations and a tidal wave of emerging technologies approaching, how do we determine where to focus? How do we prevent "missing the boat" on a key technology adoption and perhaps more importantly, how can we avoid spending countless resources on technology rollouts that fizzle? Finally, how can we be more proactive in our support of our instructors and their use of online technologies? How can we have answers to questions before they are asked, and help drive the educational technology conversations on our campus? One potential solution to these problems is to collect and

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analyze data concerning educational technology use at your institution. By using a holistic data collection approach involving all of your key stakeholders (i.e. faculty/instructors, students, support staff) your instructional technology support staff will have the requisite knowledge and evidence needed to assist in making key decisions on technology implementations, support, and strategic directions. During the presentation, we will describe our institutions approach to data collection, how we involved the various stakeholders and extracted information from campus databases. We will also explain how we analyzed and triangulated the various data sources to help interpret the data. Finally we will present the results of our campus learning technologies survey. The presentation will also include an open discussion for other participants to share and discuss different approaches to supporting learning technologies at their own institutions. At the conclusion of this session it is hoped that all participants will come away with a enhanced understanding of how to collect and utilize learning technology data to help assist with the various support decisions required at their own institutions.

[Breaking the Barriers to Accessibility: A Proactive Approach to Building Effective Online Courses](#)

Jennifer Pope (Northeastern University, US)

Ke'Anna Skipwith (Northeastern University, US)

Abstract:

Proactive approaches to building accessibility into online curricula focusing on faculty training/development, coaching and mentoring, and quality course reviews.

Extended Abstract:

As online education is swiftly becoming the preferred learning platform for students, instructors are faced with the challenge of meeting the needs of diverse learners. Courses are seldom designed and developed with the needs of physically or cognitively impaired students in mind. Student disabilities are most commonly identified at the beginning of the term. As a result, universities often struggle to provide the necessary accommodations for online students after the fact. Not only can this be disruptive to the student's learning experience, it is also costly and inefficient for the university. Therefore, instructors need best practices, practical tools, and techniques to build effective courses that accommodate different learning styles and meet ADA compliance. At Northeastern University Online, we take a proactive, scalable, and cost-effective approach to improving accessibility for online learners. By building courses with the fundamentals of universal design in mind, instructors can ensure success for all students. This systematic approach to online design, delivery, and facilitation has resulted in online courses and programs that are easy to teach and easy to take. Therefore, this quality process has improved Northeastern University Online's brand and established us as a national leader in online teaching and learning. Our framework includes mandatory, instructor-led online certification training, course readiness checks, quality reviews, and providing instructors with a best practices guide. In this session, the presenters will demonstrate the benefits of being

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proactive in building accessible online courses, show the comprehensive faculty training and development process, and highlight the following key steps for improving accessibility in online courses. • Alternative formats for lecture presentations • Syllabus formatting in Microsoft Word • PowerPoint layouts and use of the notes section • Audio with written transcripts • Video with captioning • Multimedia tools such as Camtasia Relay, YouTube, Captivate, Articulate • Multiple delivery modes: Flash, PDF files, mobile

[Online Teaching to Promote Engaged Learning Methods for Teachers and Professors Internationally](#)

Abstract:

This presentation explains how teacher training promoting engaged learning in Turkey and Uganda will be enhanced by the use of digital badges.

Extended Abstract:

In September of 2011, with the help of a two million dollar grant, the MacArthur fund, HASTAC, and Mozilla opened a competition for ways to promote the use of alternative credentials and to establish a common system to allow for an open access for the storing and reporting of digital badges. The winners were announced in March 2012. A digital badge is an electronic credential that indicates a specific level of proficiency in a certain area or competency. Badges can be used to note traditional academic achievements or the acquisition of more generalized skills such as collaboration, teamwork, leadership, and other 21st century skills that employers often cite as necessary to succeed in the workplace. Jeffrey R. Young of The Chronicle of Higher Education in the January 8th 2012 edition in his article "Badges' Earned Online Pose Challenge to Traditional College Diplomas" outlines the issues that promote and concern people regarding digital badges. UCLA's Eva L. Baker (assessment specialist) gave a Presidential Address for the American Educational Research Association (AERA) in 2007 in which she discussed assessments and focused specifically on the development of a merit-badge system similar to that used by the scouts (go to <http://www.softconference.com/Media/WMP/270409/s40.htm> to hear that speech). She predicted that as qualifications will shift attention from "schoolwork to usable and compelling skills from school life to real life"; people will assemble their collection of these digital badges through a common repository of accomplishment, student learning outcomes, and the credentials of the awarding entity or institution to show others and to seek employment (Joseph, 2012). Both Arne Duncan, Secretary of Education and Dr. Martha J. Kanter, Under Secretary of Education at the U.S. Department of Education have openly discussed the positive uses of badges to measure competencies for youth and adults. The April 2012 Technology, College, and Community (TCC) Conference was the first to offer badges to participants for contributions to the conference that were then reported through Badgestack's and Mozilla's software to publically report on the badges earned. It was clear that there was a need expressed in several of the sessions for more detailed training on how to promote greater interactivity and deeper learning through online courses or components of face to face or blended courses. This team of researchers listened to the discussions and incorporated much of what was presented by winners of the competition for exploring the uses of digital badges. Badges were also discussed at the 2012 Comparative International Education Society (CIES) Annual Conference as an extension of DIY (Teach Yourself) programs promoted in Sub-Saharan

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Africa and in collaboration with open license textbooks. In 2012, a group of educators who specialize in engaged learning pedagogies and have significant corporate training experience and university-level teaching experience in both education and business courses joined forces and began preparing badges to promote self-regulated learning and engaged learning techniques in the classroom. These badges will go live in the summer of 2012. These same researchers are involved with a wider team that is exploring the introduction and reinforcement of lifelong learning skills in primary- through college-level programs using the Europa eight legislated competencies for lifelong learning, as seen in the curriculum and resources for Texas, Barbados, Uganda, and Turkey. The use of engaged learning methods to reinforce these concepts are also examined. In reviewing the Turkish student learning outcomes and the teaching materials, it was pointed out by the team leader for the Turkish professionals that while the curriculum has been updated for the country to a more active learning model; the teachers responsible for implementing that material were taught classroom management and teaching skills that best suited a more rote memorization and lecture based approach to education. This was also true in Uganda according to our Ugandan team leader. This certainly impacts the learning for the students, but it also impacts job satisfaction ratings and a sense of wellbeing for the teachers and professors. From these discussions surrounding the larger four country comparative project, it was noted that that there is a need to enhance teacher training in the area we are most qualified to address; engaged and self-regulated learning in an online format. This presentation will engage the participants in some of the components of digital badges designed to promote more active learning in the classroom and prepare the next generation of teachers to utilize the online resources to enhance their skills. The project is not designed to replace in-service training, but it could be used as a cost efficient addition to training conducted in groups at a school or university or as personal projects to earn a better understanding of ways to teach. This may initially seem foreign to teachers who were not trained to identify learning styles and promote creative thinking, collaborative learning, discussions, analytical thinking, or something as exciting as Apple's Challenge Based Learning projects (<http://challengebasedlearning.org/>) in the classroom. During this presentation the participants will have a sample mini-session, receive a copy of the student learning outcomes for these and related digital badges, and be introduced in ways that badges may be used within courses as well as promoting greater competency in teaching. The badges are designed using online tools such as Microsoft Learning Content Development System (LCDS) which is also available in Turkish that will enhance the learning experience. A handout on this tool will also be included. Goal 1: Demonstrate how digital badges can be used to enhance an understanding of engaged learning methods in the classroom. Goal 2: Engage participants in using the tools used to develop the coursework for the units on engaged learning.

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[Designing a Faculty Online Teaching Preparation Program for Multiple Audiences](#)

Susan Ko (CUNY School of Professional Studies, US)

Lawrence Ragan (Penn State, US)

Abstract:

An increasingly diverse set of online instructor characteristics challenges faculty preparation programs to be creative and strategic in how they serve the needs of participants.

Extended Abstract:

There is a general consensus that providing faculty with basic preparation for teaching online is an accepted best practice to ensure a quality online academic program. But it is increasingly a complex matter to provide an effective baseline faculty training program that can serve the needs of faculty who come to online teaching with increasingly diverse levels of online teaching experience, who may be teaching hybrid rather than fully online, who are based in different disciplines or schools within a university or system, or who may be teaching graduate or undergraduate students. However, there exists a core of common generic topics and competencies acknowledged by most experts and practitioners as relevant to all who will teach online. Even though specialized and customized training courses may have their place, for reasons of efficiency, scalability, and availability of resources, it is often more feasible and effective to design a single online instructor preparation workshop to accommodate all faculty. Such a training course must adequately certify that the faculty participants have attained the basic level of knowledge and skills needed to teach online or hybrid courses for the institution or university system while allowing faculty to apply the training lessons to their own teaching situation. Drs. Ko and Ragan have been charged by their respective institutions with incorporating multiple faculty audiences and complex university systems into large scale online teaching preparation courses. The presenters will identify the various categories of faculty that may need to be addressed, invite the audience to contribute additional categories, and demonstrate how a single course can afford the variety and depth and differentiation needed within the constraints of a baseline training course. They will discuss the limitations of customization and the boutique approach to faculty development in contrast to the need for more scalable solutions for preparing large numbers of faculty to teach online and hybrid courses. The presenters will also ask the audience to join in reviewing the common goals and desired outcomes for faculty as they prepare to teach online. The presenters will use examples from their own institutions to demonstrate how a baseline training course can be designed to be flexible enough to encompass multiple, diverse faculty audiences and to present the essential elements needed to achieve readiness to teach online. They will show how one can allow for meaningful differentiation through the design and structure of the training assignments, discussion questions and other aspects of the course content, while producing consistent learning outcomes. Additionally, when baseline training programs are delivered online, faculty are provided with first-hand experience as online learners and may attain a better understanding of what their future learners will face. In the end, the goal of any baseline training is to prepare faculty to teach online and to be able to adapt, apply and implement the lessons learned to their own individual courses for the benefit of their students. As part of their

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presentation, the presenters will engage the session attendees through queries about the composition and characteristics of their faculty population, and about commonly accepted online teaching competencies. The presenters will also discuss and take questions about the various approaches to designing and implementing a foundational preparation program for online teaching. It is hoped that attendees will be able to take away some concrete templates and strategies that can be applied directly to their own faculty development programming.

[Beyond Quality Matters: Comprehensive Distance Learning Quality Control Standards in Higher Education](#)

Jean-Marc Wise (The Florida State University, US)

Abstract:

Learn about the Florida State University's comprehensive strategy to define standards and control the quality of its distance learning courses and programs.

Extended Abstract:

Background. The Office of Distance Learning is in charge of managing distance education at the Florida State University. The office's mission includes support for the design, development, implementation, and evaluation of academic courses and programs that are delivered online or at off-campus sites. Ensuring the quality of these programs and courses is at the core of this effort. Quality is assessed from multiple perspectives, including: student, instructor, and mentor satisfaction; expert application of the Quality Matters rubric focusing on course design; as well as peer/expert panel review of course design and delivery. In this session, the presenters will share their experiences in designing and implementing a comprehensive strategy to ensure the quality of distance learning courses and programs across all colleges and departments of the university. The objectives of the session include: (1) inform participants of the standards and methods used in assessing the quality of distance learning courses and programs; (2) share experiences in implementing assessment and feedback strategies for effective communication with academic faculty and department staff; and (3) provide an overview of informational and instructional materials and events for faculty designing and delivering distance learning courses and programs. Standards and Methods. The Florida State University has adopted the Quality Matters rubric to assess the design of distance learning courses. Faculty at the Office of Distance Learning have been trained in the effective use of the rubric and are working in collaboration with academic faculty to control the quality of new courses from the ground up. Online tutorials, guidelines, and support materials are coupled with one-on-one and small group sessions and workshops in order to streamline the design and development of new distance learning courses and programs. Formative evaluations of new course materials, pilot programs, mid-term evaluations, and end of term evaluations are all part of a comprehensive strategy to provide constant feedback on the effectiveness of distance learning courses and programs. At the end of each term, a series of customized surveys are deployed from the office in order to get feedback from different stakeholders: (a) newly admitted students whose feedback is especially important since the support received in the initial term sets the tone and expectations for subsequent semesters; (b) students who dropped a course are surveyed in an effort to identify opportunities for improved support to prevent students from having to drop courses after the drop/add period; (c) in addition, all students

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enrolled in distance learning courses receive a student satisfaction survey that is designed to prompt for specific feedback on university wide distance learning services such as the online library, the learning management system, technical and academic support, and mentors, for example; (d) all mentors are sent a survey to provide feedback about their experience; (e) the faculty are sent a survey to evaluate each mentor; and (f) all distance learning faculty are sent a survey to provide feedback on their teaching experience, prompting for specific university wide topics on support provided to them. Experiences. Presenters will share critical experiences with strategies for assessing and controlling the quality of distance learning courses and programs, including: Setting expectations; providing structured, consistent guidance; clarifying communications; involving all levels of administration; use of agreements and document templates; and involving cross-disciplinary subject matter experts, for example. Materials and Events. The Office of Distance Learning employs a wide range of campus-wide range of instructional materials and events in support of faculty and administrators involved with offering courses and programs at a distance. Session participants learn about: communications; departmental and college-level workshops; small group and one-on-one consultations and support sessions; tutorials and guidelines for use of educational technology, to name but a few. Furthermore, presenters will introduce a set of events designed to promote high quality distance learning courses and programs across the university, including bi-annual distance learning conferences; teaching, design, support, and student awards; and showcases and case studies featured online. Session Format. The session will include multiple subject matter expert presenters; demonstrations and detailed discussion of instruments, methods, and standard; and engagement of participants by inviting them to share relevant questions, opinions, and experiences with the group.

Social Media: It's Here and Faculty Want to Use It

Joshua Murdock (Valencia College, US)

Lisa Macon (Valencia College, US)

Abstract:

Social media isn't a fad, it's a revolution. Learn how we are preparing faculty and students at Valencia College to use this tool.

Extended Abstract:

Valencia College has created a variety of ways to prepare students, faculty, and staff in the utilization of social media. Through our digital professor program a new course emerged called "Teaching and Learning with Social Media." This presentation will cover how to build your own course to prepare faculty in the utilization of social media. In turn, this helps prepare students in the utilization of these emerging tools. Participants will walk away with a understanding of important areas to cover, such as concepts, tools, ethical, legal, and teaching practices in social media. Discussion will take place with participate on what is needed to prepare faculty, staff, and students in utilizing social media inside and outside the workplace.

Fostering Teaching Excellence with the Col Framework: A Community Course At APUS

Phylise Banner (American Public University System, US)

M. Raven Townsend (American Public University System, US)

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Abstract:

Learn how APUS advanced a new approach to faculty development within the Community of Inquiry framework, with the Community Course concept.

Extended Abstract:

Fostering Teaching Excellence with the Community of Inquiry Framework: A Community Course at APUS This presentation will showcase the conceptualization, development, delivery, and assessment strategies of a new faculty development initiative at APUS -- the Community Course. Goals: - To showcase, and promote an understanding of the Community Course concept. - To share effective practices in faculty development based on the Community of Inquiry framework. - To review and discuss creative strategies for large-scale faculty development initiatives. - To model a method for building cross-disciplinary online faculty communities. In order to explore an applied approach to teaching excellence through the Community of Inquiry (CoI) framework, and to serve the professional development needs of over 2,000 faculty, APUS developed a five week course, modeled after a MOOC, with enrollment limited to the APUS teaching and learning community. The course was offered in two cohorts, with approximately 1,000 faculty in each cohort. The APUS CoI Teaching Excellence Community Course allowed for individual work on readings, exploration of associated resources, publication of content, shared conversation on forum topics, and group collaboration on learning activities. This learning journey was designed to facilitate exploration, engagement, collaborative learning, and social networking. This course introduced the fundamental principles of the Community of Inquiry (CoI) framework - social, teaching and cognitive presence - as they relate to teaching in the online classroom. During this course, faculty were given the opportunity to explore and discuss effective practices for establishing and maintaining the core CoI presences, along with related indicators and strategies in support of teaching excellence. Also covered was the integration of CoI principles into the teaching process, with an emphasis on engaging learners in productive discourse and setting the climate for participatory learning. To introduce the concept, a communication plan was developed to educate faculty on what to expect from the Community Course (content, structure, strategy) before the launch of the initiative. An APUS Community Course consists of the following components: **Web Course Commons:** An open Web site to guide progression through the Community Course, serving as the hub for connections to learning resources and content curated from Community Course participants. **Readings and Resources:** Readings and associated resources related to the weekly topics, conversations, and study group activities are located in the Web Course Commons. **Study Groups:** Faculty are assigned to individual Study Group, with access to facilitated group discussions, and collaborative project areas, and effective practice knowledge bases. Each study group has a facilitator, who is responsible for keeping conversations on track, and helping out with the collaborative project logistics. **Weekly Special Topic Presentations:** COI researchers and practitioners deliver guest presentations via Adobe Connect each week. Recorded sessions are available for review. **Q&A Sessions:** Course facilitators and Study Group leaders host live Q&A session each week via Adobe Connect, in support of the collaborative projects and exploration of course content. **Library Course Guide:** The Library Course Guide provides a centralized location for resources related to this Community Course. **Social Media Components:** Participants are encouraged to contribute to the

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learning content, through the course Facebook page, LinkedIn Group, Diigo Group, Community Course participant blogs, Twitter, Google+, Pinterest, NetVibes. All content is tagged with #ColCommunity throughout the duration of the course. Storytelling: Faculty are encouraged to share their progress along the learning journey through an area titled "Share Your Story". The stories will be available as a publication at the end of each course. Progress Tracking: Each week, participants earn a variety of Community Course badges, for progress through learning activities, and contributions to content. Success in the course relies on earning at least 5 badges. This presentation will also highlight learning journey (triumphs and challenges!) of the APUS team as we progressed through each phase of the Community Course project.

[Supporting the New Professoriate: Industry Executives and Thought Leaders](#)

Lisa Minetti (Columbia University, US)

Brian Dashew (Columbia University, US)

Michael Fleming (School of Continuing Education, Columbia University, US)

Melanie Hibbert (Columbia University, US)

Abstract:

Presenters discuss how they support industry expert adjuncts in the design and delivery of high-stakes online and hybrid instruction for professional masters programs.

Extended Abstract:

Online and hybrid program design has provided new opportunities for schools of continuing and professional education to meaningfully integrate real-world expertise from the emerging professions into the curriculum. How do we effectively leverage industry expertise in the design and development of hybrid programs and courses? At Columbia University's School of Continuing Education, we have partnered with industry executives and thought leaders to develop new online and hybrid Master's programs. Our M.S. in Information and Knowledge Services, for example, has a faculty roster that includes consultants from Accenture and Gartner, C-suite executives from NASA and Yale University, the founders of Column Five Media, and some of the world's leading authors on the topics of knowledge services, business analytics, and social media. In this information session, presenters will describe responses to the unique challenges of preparing the new professoriate to design and deliver courses in emerging disciplines. In particular, we will describe how we partner with faculty in a sixteen-week backward design course development cycle which includes strategic input from media, technology and instructional design experts. We will describe our instructional design team's approach to working with faculty who may not have taught courses at the graduate level or who may not have considered the variety of pedagogical approaches available in a new media landscape. Presenters will share advice on how to identify design, content, media and technology strategies that guide the development of innovative online courses aimed at working professionals. We will engage participants in an interactive exploration of two case studies from our MS in Information and Knowledge Strategy: Visualization of Information, a six-week online elective course designed and taught by Column Five Media, an award-winning infographic design firm; Management and Leadership in the Knowledge Domain, a ten-week online core course designed and taught by a principal of SMR, a global consulting firm.

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Building Empathy in Online Courses

Richard Fuller (Robert Morris University, US)

Abstract:

This research based presentation examines the value of empathy in online teaching and offers a series of practice pedagogies for teaching and learning online.

Extended Abstract:

Based upon the research of the presenter this session will explore instructor facilitated interactions that establish empathy in online graduate and undergraduate courses. The questions for this study were (a) what are effective methods used in online graduate and undergraduate courses to facilitate empathetic practices, (b) how do online instructors utilize the innate capabilities of an LMS to support empathetic constructs and (c) what are the techniques and strategies faculty employ to foster and facilitate the sense empathy. It was hypothesized that effective faculty employ certain methodologies, practices and mindsets in planning teaching phases and active teaching phases to promote empathy when utilizing an LMS. Using a phenomenological research methodology this research used interviews 14 faculty members from 7 universities to develop eight common themes of practice that faculty employ to promote empathy in the online education. Empathy provides teachers the ability to understand student's reactions from inside; a sensitive awareness of the way the process of education and learning appears to students. The presentation will use an interactive format to discuss the research methodologies, explore the literature regarding empathy in online programs and the findings and conclusions that culminated in eight practice priorities. Holmberg (2003) stated that feelings of empathy and belonging promote the student's motivation to learn and influence learning favorably, in online learning. The presentation will focus on how interactive instructors promote empathetic online teaching pedagogies through discussion of the eight practice priorities gleaned from the eight threads and themes developed through the research findings and the implications for practice: Empathetic instructors provide a "tips for online course success" prior to the class, use synchronous chat rooms, use a conversational tone, facilitate interaction promoted through careful facilitation in discussion boards, practice empathetic presence, design "think forward type lessons" offering clarity for understanding, use frequent checks for learning and make a personal connection from the start of class to generate rapport and build trust. The findings from this research will describe the benefits to online student learning that can occur from employing online empathetic pedagogies. Additionally from the finding describe the steps in planning and active teaching that assist in developing an online rapport with distance students and discuss possible barriers to practicing empathy and how to overcome those barriers.

Teachers First: Proven Professional Development for Quality Courses and Instruction

Michele Gill (Online Education at Performance Learning Systems, US)

Christopher Harrington (Bridges Virtual Education Services, US)

Abstract:

Create a successful online or blended program with buy-in from teachers. Develop effective online teachers, build teaching capacity and create long-term program sustainability.

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Extended Abstract:

Participants will be ready to: 1. Understand the classroom teacher's frame of mind at the outset of a move to online and blended learning. 2. Prepare teachers to move forward with online learning, in either a blended or fully online environment 3. Recognize the essential components of a professional development plan that develops online and blended teaching capacity and sustainability

Essential Questions: 1. What role do teachers play in the development of a blended or fully online program? 2. What challenges will my teachers face in transitioning to online? (What questions/concerns will my teachers experience (raise)?) 3. How do I prepare teachers to develop and/or teach blended or fully online classes? 4. What kind of training do teachers need, and when do they need it? (What is the best timing for training in an LMS or other system, Instructional Design, and/or Online Pedagogy?) 5. What support do teachers need as the program grows? Creating a successful online or blended learning program requires strong buy-in from teachers. Join the discussion of how a teacher-centered professional development plan can ensure high-quality online instruction and effective course design.

Participants will gain insights into the process of developing effective online teachers as well as strategies to develop online teaching capacity and long-term program sustainability. Beginning with a focus on the teacher's central role in any significant school change, we'll discuss roles teachers will be expected to fill in a move to a blended or online classroom, concerns teachers will raise, and how best to address those concerns with positive, targeted, timely professional development. We'll collaborate on ways to help all types of teachers (from the cautious or even critical to the curious or cutting-edge) manage and thrive during this time of transition and professional growth. We'll share our model for training teachers in basic instructional design and online pedagogy, which provides training and support for teachers who are simultaneously building courses and continuing classroom teaching. This model also includes ongoing professional development for more experienced online teachers, and incorporates opportunities for your most successful instructors to train other teachers, building capacity within the school, district, or state.

iNACOL National Standards for Quality Online Programs - <http://www.inacol.org/research/nationalstandards/NACOL%20Standards%20Qua...> A Quality Scorecard for the Administration of Online Education Programs - http://sloanconsortium.org/quality_scoreboard_online_program iNACOL National Standards for Quality Online Teaching - http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandard... iNACOL National Standards for Quality Online Courses - [http://www.inacol.org/research/nationalstandards/iNACOL_CourseStandards ...](http://www.inacol.org/research/nationalstandards/iNACOL_CourseStandards...) Going Virtual! 2010: The Status of Professional Development and Unique Needs of K-12 Online Teachers - <http://edtech.boisestate.edu/goingvirtual/goingvirtual3.pdf>

[And the Winner Is... A Behind-the-Scenes View of the Making of a New Online Teaching Award](#)

Thomas Cavanagh (University of Central Florida, US)

Alisha Janowsky (University of Central Florida, US)

Abstract:

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UCF recently created a new online teaching award. Join us to hear the behind-the-scenes development process and peek into one of the winner's online courses.

Extended Abstract:

In order to raise the profile of distributed teaching and learning and recognize excellent practices being implemented by online faculty at the University of Central Florida, the university has created a new award: the Chuck D. Dziuban Award for Excellence

[Preparing Faculty to Teach Online: A Innovative, Blended Approach](#)

Len Roberson (University of North Florida, US)

Deb Miller (University of North Florida, US)

Abstract:

UNF developed a blended training model to maximize resources while providing an engaging, high-quality experience. The session covers the challenges and successes along the way.

Extended Abstract:

The University of North Florida has been experiencing exponential growth in its online courses and it is essential that faculty are trained in the best and most effective practices for developing and delivering online instruction. In an environment of limited resources and skeptical faculty, the Center for Instruction & Research Technology developed a blended training model to maximize resources while still providing an engaging and high-quality experience. With the university's new-found focus on a distance learning initiative, the distance learning committee was adamant that faculty training remain 'something we do ourselves.' Before the recent redesign of the faculty training model, the Teaching Online Seminar that engaged faculty in a redesign of a course from face-to-face to wholly online was very popular and produced positive effects on teaching beyond online courses. It was, however, very labor-intensive and only allowed for about 10 participants per year. In the new model, faculty complete a Sloan-C workshop in online pedagogy, two UNF-specific online workshops that cover LMS training and institutional logistics, and then spend 5 intensive days redesigning their online course in a face-to-face seminar that includes instruction from instructional designers, university technology leaders, and veteran online faculty. The Teaching Online Seminar remains the flagship of the training model and new offerings are being developed to provide flexibility and meet additional needs. Part-time faculty will have access to a fully online, instructor-led course focused on course delivery. Veteran online faculty will have the opportunity to continue to grow and receive support while completing a nationally recognized Master Online Teaching certificate. Participants will learn about the development of this training model and the challenges and successes along the way. The presenters offer this model as a basis for engendering discussion about preparing faculty to both develop and deliver online courses. This session will be beneficial for college-level faculty and administrators, instructional technology and media professionals, instructional designers, and trainers in public and private sector organizations. During this session, presenters will: •share the development process for revising a university's training program for faculty teaching online, •compare two different models for developing faculty to teach online, •demonstrate an institution's internally developed and operated online training courses for faculty teaching online, and •share perceptions of faculty members on the training experience pre- and post- revision. Following participation in this session, participants

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will be able to: •identify key components of a university-based blended training model for preparing faculty to develop and teach online courses, •explain the benefit of integrating both online and face-to-face trainings for faculty, •compare blended and face-to-face training options for faculty.

[Independent, Blended, Self-directed, Project-based Faculty Development in K12](#)

Julie Henderson (University of Florida, US)

Christy Gabbard (University of Florida, US)

Abstract:

Independent, blended, self-directed, project-based faculty development - competitive proposals for sustainable transformative change in a K-12 lab school.

Riding the Waves of Innovation: Independent, Blended, Self-directed, Project-based Learning for Faculty Development in a K-12 Lab School With the growing focus on blended learning in K12, faculty are striving to understand 21st century skills "from the inside" and develop effective blended learning environments with little or no experience as digital instructors or learners. In summer of 2011, a blended learning approach to professional development was piloted at P.K. Yonge to model content, strategies, and techniques to provide an experiential blended learning model for faculty. The process provided instructors with a first-hand 'learner' experience of independence, self-direction, self-regulation, and autonomy in addition to the use of an online course management system. Faculty developed proposals for work inside parameters defined by school improvement goals. Proposals submitted included: goals, scope of work, justification, plan of action, required resources, timelines, and projected evidence of work. Work was individual or collaborative, proposals were vetted and approved, and artifacts were presented to a panel upon completion. The PD proposal process allowed traditionally trained teachers to engage in professional development in ways that were relevant for instructors of 21st century students. It gave school leadership the opportunity to support faculty development work through allocation of resources (both financial and staffing) and through reviewing artifacts of completed work. The PD proposal process resulted in sustainable transitions to a learning management system in five courses and further motivation to enhance those courses and focus on the teaching to support the implementation of a successful blended learning model. In addition, motivation to transition courses to an LMS grew across campus and faculty were motivated to explore the implementation of a blended learning model in their courses. In 2012, the PD proposal process was launched as P.K. Yonge's Waves of Innovation: Blending Our Worlds. This two-pronged initiative offered a grade level blended learning opportunity to one grade level in the high school and a competitive proposal process for the rest of the middle and high school faculty. This initiative presented a clear focus - the transition from standard brick and mortar to a blended/hybrid learning model - couched within the terms of potential for blended learning in the K12 setting, serving learners in today's world and aligning with the school's vision for the future. The call for proposals was designed to offer faculty the opportunity to draft a plan that best suited their instructional/curricular needs within the parameters of the project (blended learning). 47% of the middle and high school submitted proposals for this initiative. Proposals were reviewed by internal (P.K. Yonge) and external (University of Florida) reviewers and proposals submitted on the competitive track

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were accepted based on merit. Successful proposal writers participate in an online introduction to blended learning tailored to needs identified in proposal documents. Work projects will take place over the summer of 2012 with support as needed. Blended courses will be launched at the beginning of the 2012-13 school year. This presentation examines transformative change inside the confines of a K12 public school structure through a 21st century approach to faculty development. Phase I (2011-2012) will be examined in detail and findings will be presented. Phase II (2012-13) will be presented as a work in progress. Findings for the 2012-13 will be presented as they are available. tended Abstract:

[A Journey of Epic Proportion: Colorado Technical University's Faculty Certification Program](#)

Christina Garcia (Colorado Technical University, US)

Jennifer Asevedo (Colorado Technical University, US)

Abstract:

New faculty training and onboarding in a fully virtual environment; what are the best practices and techniques that work?

Extended Abstract:

The Certification Program at Colorado Technical University is an orientation program that is required for new online instructors. In the 4th Quarter of 2011, it was determined that Colorado Technical University's Certification Program needed to move in another direction. We realized that if we could deliver a more positive experience to our new faculty members, then we would provide our students with a better experience in the classroom. The original purpose of the program was to offer instructors the opportunity to become familiar with the instructional process and policies at Colorado Technical University. Both synchronous and asynchronous methods of delivery were provided in the 2011 Certification Program. The 2011 Certification Program was supervised by one internal employee when it was originally launched. There were also adjunct instructors responsible for working directly with the new instructors through a mentoring program. We determined that revisions to the program were necessary to be able to achieve the objectives of preparing faculty for the online teaching experience at Colorado Technical University. We decided to have internal, full-time Faculty Development Facilitators work directly with the adjunct faculty members who are in the 2012 Certification Program, in order to ensure we are providing information in a consistent and up-to-date manner. Information is also more easily and consistently transmitted to the staff who will be working with the adjunct instructors upon successful completion of the program. It is highly important to mirror the student experience so that faculty members have a good understanding about what to expect in the classroom. In October 2011, the Colorado Technical University Faculty Development Team began working to redevelop the Certification Faculty Program. Our first venture in redefining the process involved making small changes to the current program and notating what areas could be improved. Our preliminary investigation left us with several questions: how do we mirror the students' experience more closely? Is an 80% comprehensive passing score a good measure of preparedness for teaching? What other elements of the program could be adapted to improve the outcomes of the program? After completing the 2011 program of certification, we set off on the journey to rejuvenate the

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Faculty Certification Program Our first focal point was the student experience. Since most of our classes are 5 ½ weeks, we wanted the certification program to model the pacing and deadline schedule of a real course. Our goal was for candidates to experience the challenges of meeting the requirements of weekly assignments in such a short time frame. The second target for modification was our expectations of candidates - specifically the minimum performance threshold to demonstrate competency and readiness to begin teaching in the Colorado Technical University model. Originally, the minimum standard was for candidates to earn at least 800 out of the 1000 points of the certification course assignments. During the 2011 Faculty Certification Program, we came to realize that the comprehensive score did not truly indicate readiness to advance to teaching in the live environment. In our revisions for the 2012 program, we evolved the requirements for passing, requiring that candidates pass each of the five phases with a score of 85% or better. We feel that by requiring an instructor to having 85% or better score on each phase; we are better able to ensure that the any candidate who passes the certification program is truly prepared for their first session of teaching at Colorado Technical University. The final element we revised was the manner in which we were presenting the training content to the candidates. We set out to reevaluate the core objectives of the training. From there, we redesigned the content - from assignments to presentations to discussions - so that they would link more closely to the stated and intended outcomes. We also added a new asynchronous piece of certification, which provides key policies, concepts, and guides via Captivate archives, much like mini-recorded webinars. This journey of epic proportion in revising and refining the Faculty Certification Program has only just begun. In our presentation, we will showcase our 2012 Faculty Certification Program and the rationale behind the colossal changes we made from our 2011 Faculty Certification Program. The audience will be provided with a sample of materials (such as a syllabus, task list, asynchronous presentations) used in certification as well as a walkthrough of our virtual Certification Classroom. We look forward to the audience embarking on this journey with us.

[Wearing Different Hats: Increasing Online Student Retention by Supporting the Whole Student](#)

Kathleen Palmer (Western Governors University, US)

Abstract:

Faculty wear many different "hats", in an unbundled model we have defined each of these roles in detail.

Extended Abstract;

Every quality school cares about retention. When every student is unique in their interests and struggles, how can a faculty member provide students with tailored support and resources? This challenge is compounded in an online class environment where students are accessing their learning in relative isolation. This isolation can lead to disconnection with the university and subsequent withdrawal. Most universities have asked one faculty member to support students in three important ways; academic advisor, subject matter expert and motivational coach. Our university divides these roles among three faculty members. Each member offers a specific set of skills in aiding our students. In this presentation the best practices of each of these roles are provided. The participant will come away with a tool kit of practices to support

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the online student. Increasing awareness of these three roles and providing best practices within these roles will allow faculty to become better agents of student retention.

[Re-energizing Your Learning Plan: A Model for Getting Faculty to Embrace Professional Development](#)

Nancy Munce (St. Petersburg College, US)

Alan Shapiro (9200 113 St. N, US)

Karen Hesting (St. Petersburg College, US)

Karen Fritch (St. Petersburg College, US)

Timothy Godcharles (St. Petersburg College, US)

Abstract:

Hearing crickets at your professional development offerings? This session is for you!! Learn how to develop your own version of the successful SPC "Learning Series".

Extended Abstract:

St. Petersburg college has created a large student presence in online education in a short time. As of fall, 2011, the college has 545 full time and adjunct faculty teaching online with 16,772 students out of the total enrollment of 22,648 students in at least one online course. This compares to the 2006-07 enrollment of 4744 students in at least one online course out of a total enrollment of 16,406 students. As a result of this rapid growth, developed a plan to meet the expanding needs of instructional technology support so that faculty can efficiently and effectively use our online management tools and other technologies in an effort to increase student engagement and success. We have a team of 5 Instructional Design Technologists, each covering 1-3 of the college's 9 campuses and centers. The session will explain how our Web and Instructional Technology Services department (WITS) identified and addressed the issue of improving faculty attendance at professional development offerings for teaching online and face to face learning. With some position adjustments a year ago, our team took the time to think about the "big picture" of our professional development for faculty and created a new process to try to support them more effectively. It involves a schedule that presents a theme for the month which is chosen from research-based effective practices. Also incorporated into the chosen theme is the accompanying technological skills faculty indicated they felt they needed. Activities for the monthly theme include blog posts, a large group face to face training, mini-trainings, a webinar, and open labs locally on campuses during the month, and a culminating wrap-up session near the end of the semester at which faculty return to share the results of the tools and concepts they tried. In addition to the monthly activities are smaller "just-in-time" events which target specific technological resources. The result of the monthly activities and the just-in-time events is a "wrap-around" effect for the participants' learning. Additionally, it is way for faculty to choose their best fit based on prior knowledge, time schedules and learning styles. This flexibility was extremely important for our faculty and our successful engagement of more participants. Example of a monthly event centered around a theme. • A blog post is created to include an introduction to the theme. Research, resources and tutorials on the topic are added to the post with accompanying links so participants can refer to the post later. The blog post is also for those faculty who do not attend any of the face

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to face events during the month so they can learn individually by reading the resources and tutorials and trying them on their own. Optionally, they can start with the blog and come to a smaller campus specific event during the month which includes support from their local campus Instructional Design Technologist. • The large learning event is a 3 hour face to face session focusing on research, resources, and tools that can support the communication of these expectations. The participants are shown technology tools to support the theme, learn the skills necessary to use them and shown examples of how and where to best to implement them • Reinforcing events: mini- trainings, a webinar, and open labs locally on campuses during the month. • A wrap-up session at the end of the semester is scheduled at which faculty return to share the results of the month's tools and concepts they tried. Summary: The WITS Learning Series was born out of a desire to increase the number of participants in instructional technology professional development sessions offered at St. Petersburg College. We will explain in detail how faculty needs were assessed, ways that all stakeholders had input to a solution, and the year long process that was created from it by our Instructional Design Technology team. This new method creates a systemic approach to professional development of instructional technology for both face to face and online instruction. The results of the past year, topics addressed, bumps along the road, and lessons learned by our Instructional Design Technology Team will also be shared. Resources and templates will be provided to participants so they can begin developing and deploying their own version of this successful learning tool.

[How the Other Half Learns: Innovative Trends in Corporate Online Learning](#)

Barbara Farrell (Pace University, US)

Nancy Hale (Pace University, US)

Frank Mayadas (Sloan Foundation, US)

David Sachs (Pace University, US)

Robert Ubell (NYU-Poly, US)

Monica Terranova (Deloitte, US)

Katie Mulka (Quicken Loans, US)

Abstract:

A 2-part session, exploring how Sloan-C might embrace corporate online learning and the possible introduction of a Sloan-C Corporate Special Interest Group (SIG).

Extended Abstract:

A 2-part session, exploring how Sloan-C might embrace corporate online learning and the possible introduction of a Sloan-C Corporate Special Interest Group (SIG).

Part One: 1:40–3:00 p.m.

a. Overview by Frank Mayadas on corporate online learning and Sloan-C (10 minutes)
--Presented by Frank Mayadas

b. Ethnographic study of corporate learning performed by Barbara Farrell, Nancy Hale, David Sachs (Pace) and Anne-Barrie Hunter (Colorado); (20 minutes)--presented

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by Nancy Hale (Pace)

c. A roundtable discussion by corporate learning officers on corporate focus groups conducted by Andy DiPaolo (Stanford), Ed Borbely (Michigan), and Robert Ubell (NYU-Poly); (20 minutes--presented by Robert Ubell (NYU-Poly)

d. Audience participation on the role of Sloan-C in corporate learning (30 minutes)--moderated by David Sachs (Pace)

Part Two: 3:30–5:00 p.m.

Focuses on the possible introduction of a Corporate Sloan-C Special Interest Group (SIG) on enterprise online learning (90 minutes)--moderated by Robert Ubell (NYU-Poly) in collaboration with Nancy Hale, Barbara Farrell, and David Sachs (Pace).

The session offers an opportunity for the audience to describe how their institutions engage with corporate, government and nonprofit partners. It will also explore how the proposed new SIG might be introduced and what it might provide members, including a website, newsletter, blogs, gatherings, resource sharing, among other options. Assuming there is a positive response to a Corporate SIG, the session will call for volunteers to become involved in its organization.

[Old Dogs Learn New Tricks: How Teaching Online Transforms Face-to-Face Course Development and Instruction](#)

Michael Brubaker (University of Cincinnati, US)

George Richardson (University of Cincinnati, US)

Dani Peterson (University of Cincinnati, US)

Abstract:

This program presents an examination of how national quality standard-based online teaching transforms face-to-face course development and instruction.

Extended Abstract:

Context Over the past 10 years online education has grown exponentially in higher education, paralleling an increasing need for online course development and instruction (Allen & Seaman, 2010; Hislop, 2009). While much has been learned regarding the effects of online education on student performance and satisfaction (Means et al., 2009), little is known regarding the impact of national quality standard-based (e.g., Quality Matters (QM); Bento & White, 2010) online teaching on faculty instruction, course development, perceived effectiveness, and pedagogy within face-to-face courses. Although it is logical to expect that faculty would integrate strategies learned for online instruction into their face-to-face, on-campus instruction, there is a need for research examining if and how this occurs. As courses move from face-to-face to an online format, evidence suggests that some instructors have resisted this transition (Maguire, 2005; Picciano & Seaman, 2009). Potential barriers perceived by instructors include the time required to develop online courses, doubts about the quality of online education, lack of institutional supports, the challenge of learning new technology, and perceived lack of student

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interaction (Maguire, 2005; Picciano & Seaman, 2009). While some of these concerns have been addressed by extensive research on the effectiveness of online education (Means et al., 2009) and the use of quality standards such as the Quality Matters (QM) Rubric (Bento & White, 2010), there has been little research on whether online education can improve the quality of traditional face-to-face courses. Such research could produce information that might reduce perceived barriers and increase faculty receptiveness to online education. Indeed, research on "resistance" to innovations has found that resistance stems from a lack of knowledge and/or misperception based on assumptions about what change will entail (e.g., Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Instructors who teach in an online environment using QM standards and faculty supports are likely to transfer knowledge from the online modality into their traditional face-to-face classrooms. Those instructors who venture into the online environment are forced to re-evaluate their pedagogy, often moving to greater student engagement from passive lecture formats (Hislop, 2009). Instructors must rely on technology to reach their students, and soon understand the power and limitations of each tool used to create a positive learning experience for their online students. In the School of Human Services at the University of Cincinnati, anecdotal reports have suggested that instructors involved in course development will use many resources to discover new online tools, become proficient at using these tools, and then test them in their on-campus courses. Despite this anecdotal evidence, there remains a need to systematically understand how online development and instruction impacts traditional, campus-based courses. To address this need, this program will present the results of a grant-funded qualitative study exploring how faculty instruction, course development strategies, perceived effectiveness, and pedagogy change in the face-to-face courses following online development and instruction. Questions The presentation addresses the following questions: 1) How do faculty learn new technologies when they begin teaching online courses? 2) What resources (peers, staff, family, online resources) are used to develop and teach online courses? 3) How do faculty perceptions of teaching change as a result of development and teaching of online courses (e.g., about self, about online education, about face-to-face instruction, about student responsibilities, about student learning, about pedagogy)? 4) Which new technologies and resources are used in subsequent face-to-face course offerings as a result of teaching online? Methods The study will be completed in the summer of 2012 and will include faculty recruited from three programs in a large Midwestern university who have recently taught online and have subsequently taught at least one face-to-face course. Using grounded theory methodology (Strauss & Corbin, 1990), the researchers will employ individual and focus group interviews, as well as course evaluations to explore the process of faculty transformations that have occurred after teaching an online course. The results are expected to help education programs of all types (face-to-face, hybrid, and online) understand the impact of online education and supports on instructor perceptions and teaching practices. Participating faculty will be recruited from the School of Human Services who have taught their first online course in the School since Winter Quarter of 2011, when the current online QM template and supports were implemented. Faculty must also have taught or currently be teaching a face-to-face course subsequent to teaching that online course. Results The presenters will engage audience members in applying the results of the study to questions listed above. Following a review of the literature and the research methodology, two study participants will share their transformative experiences by way of video recording, giving voice

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to the themes which will have emerged from the data. Audience members will then be invited to consider how understanding these faculty transformations may serve to motivate new online instructors, overcome barriers to online learning, and further demonstrate the value of online courses in traditional universities. Results will also provide an understanding of how peer mentoring and faculty "show and tell" sessions may enhance the use of technology in both online and face-to-face courses. Discussion/Conclusions By understanding how instructors translate the lessons learned from online to face-to-face courses, online instructional trainers may better prepare and motivate faculty to engage in online education and realize the full value of this experience in both learning environments. In addition, trainers may identify how faculty begin to explore existing and novel resources to address the challenges of the online education as well as the newly identified deficiencies of the face-to-face environment. Additional research is needed in order to understand whether the findings of this study are generalizable to other campuses where resources and training experiences vary.

[ABC's of Working with Military Students in Online Classes](#)

Hans Gray (Columbia Southern University, US)

Abstract:

The presentation discusses the challenges faced by active & veteran military students and offers some suggestions on how to best serve the military student

Extended Abstract:

Presentation Description: Objectives: At the conclusion of this presentation, attendees will be able to: 1. Discuss the challenges faced by active military and veteran students. 2. Direct struggling military students to those agencies that may offer assistance and support. 3. Apply the suggestions for supporting military students from the "Best Practices" list in their online courses. A large number (45%) of Columbia Southern University's (CSU) students are veterans or active military. Many of our students are deployed to Afghanistan and Iraq. Some have been deployed multiple times. Students who serve, or have served, are challenged with unique situations that must be considered by educational institutions. The Captivate presentation will address the following topics: • Challenges faced by students who are active military or veterans. • Agencies that offer assistance. • Assistance offered through Columbia Southern University. • List of "Best Practices" for serving active military and/or veteran students. Deployment presents a special hardship. In the military, the mission comes first. Thus, the student may be out of touch for days or weeks at a time. Also, there is the issue of access to a computer and connectivity. Many soldiers stationed at forward operation bases have only a satellite phone with limited use times. A Columbia Southern professor who was deployed multiple times to Afghanistan and is currently in the process of retiring from the Marine Corps reports that while military computers may be available, they are locked down if a military member is killed in action in the student's area of operation. This lock down is known by the term "River City". If the unit is in River City, there is no Internet and no emails. Even the phones are locked down. This allows the military to notify the family before the incident is reported by the media. Other challenges faced by active military and veterans includes making the transition back to civilian life and reconnecting with family and friends. The "command and control" environment of the military must give way to the development of people skills that

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encompass building relationships of trust, respect, and productive interactions. Instructors must be aware of transition issues and be able to offer guidance in building relationships and reentering civilian life. Post-Traumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and loss of limbs are mental and medical issues that may challenge the student. In some cases, the symptoms of PTSD and TBI do not manifest themselves until the service member has returned from deployment or has separated from the service. Instructors must be aware of what PTSD and TBI are and the symptoms associated with both in order to counsel the student as to what services are available to assist the student in dealing with the problem. There are many agencies, both public and private, that provide guidance and assistance for our service members (The Faculty & Veteran Resource Guide is a partial list of these agencies. The guide includes a brief description of the agency and the URL. It will be provided as a separate handout). Since a very large portion of CSU's students are military, CSU has established a strong support structure for the military and veteran student. The CSU Student Veteran Association seeks, not only to provide support services for student veterans and their dependents, but also to provide a centralized forum containing a variety of resources geared toward the unique needs of the military veteran. The main purpose of the CSUSVA is to provide centralized, easy-to-use services that address the full range of needs: financial aid, VA benefits, academic support, disability services, employment assistance, social networking, and references to Veteran Service Organizations (VSO). Additionally, at CSU, application fees are waived and credit for military training and prior coursework is allowed. Up to 90 semester hours credit for a bachelor's degree is awarded for College-Level Examination Program (CLEP) exams in which the score achieved meets the American Council on Education recommended levels for acceptance. CSU is a member of the Servicemembers Opportunity Colleges (SOC) and the Air University Associate-to-Baccalaureate Cooperative (AU-ABC). The AU-ABC allows airmen to transfer 60 semester hours of the Community College of the Air Force degree into a bachelor's degree program. CSU is completely online. CSU's open-enrollment program is geared to those students that must balance work and family life with the pursuit of a college level degree. In an open-enrollment course, the course is divided into 8 units. Each unit has a reading assignment and an assessment, project, or paper. The student has 10 weeks in which to complete all units. The assignments and assessments may be completed and submitted weekly or they may be submitted all at once at any time during the 10 week period. The last portion of the presentation will be a discussion of the "best practices" for working with military students. The list will be available as a handout. A copy will be provided as an email attachment for those who provide an email address. The document, with references, is attached to the end of this proposal. The presentation will close with a game of Best Practices Bingo (a sample bingo card is attached). Presentation material is available on request: 1. Captivate presentation, The ABC's of Working with Military Students, describes the some of the challenges faced by military students, introduces some of the agencies available for support, details how CSU supports its military students, and introduces the list of best practices for supporting the military student (available as an electronic download). 2. List of "Best Practices" for working with military and veteran students (available as handout). 3. Faculty & Veteran Resource Guide - guide contains a partial list of agencies that support military and veteran students along with a brief description of the services available and the agency's URL students (available as handout). 4. The

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presentation will conclude with a group activity, ABCs of Working with Military Bingo. Prizes will be awarded to winners.

[Beyond Technology Training: Inclusive Faculty Development for Online Adjuncts](#)

B. Jean Mandernach (Grand Canyon University, US)

Abstract:

Reliance on adjunct instructors in the online environment mandates faculty development initiatives explicitly designed to integrate online adjuncts as contributing members of the academic community.

Extended Abstract:

As indicated by the National Center for Education Statistics (2008), 48% of instructional faculty in degree-granting institutions are adjunct. There are indisputable benefits to the applied, practitioner perspective that working-in-the-field adjunct faculty bring to the online classroom, but the flipside of this model is that many adjunct faculty lack a background in pedagogy and do not participate in the professional development opportunities offered by the university to enhance teaching effectiveness. In addition, as a natural function of the lower salaries and inconsistent teaching schedules is that geographically-dispersed, adjunct faculty report less of a psychological connection and commitment to the university (Bower, 2001; Eaton, 2001; Gappa et al., 2007). Considering the dynamics of an adjunct faculty position, it is not surprising that Shiffman (2009) found job security, advancement, and benefits were of least importance to adjunct faculty. Rather, adjunct faculty are motivated by the intrinsic rewards of teaching (Maguire, 2005; Schroeder, 2008) and report that the joy of teaching, personal satisfaction and flexible work schedule were the most common motivations for online teaching (Shiffman, 2009). The need to support faculty and provide professional development opportunities to assist faculty in becoming more effective teachers is not unique to online learning. But, in the current era of rapid growth in online course offerings, traditional professional development models are an inefficient (and ineffective) means of supporting adjunct faculty teaching online courses. The value and relevance of traditional faculty development initiatives, relying on face-to-face programming and faculty's inherent engagement with professional development opportunities, are limited to traditional campus-based faculty. The resulting challenge lies in expanding the scope and focus of programming to meet the needs of a diverse faculty body comprised of full-time, adjunct, face-to-face, and online faculty. Key factors in this shift involve: changing the culture of adjunct faculty, increasing engagement in the university community, promoting investment in professional development initiatives, scheduling, access and scalability of initiatives. Presentation will highlight challenges in creating a unified approach to faculty development that explicitly addresses the unique needs and challenges of supporting fulltime, adjunct, campus-based and online faculty. In addition, we will share specific faculty enhancement ideas targeting each population and highlight strategies for engaging online adjunct faculty. Participants in this presentation will: 1. gain concrete strategies for providing professional development opportunities to adjunct faculty; 2. create a framework for identifying and addressing key issues in designing professional development initiatives based upon the dynamics of their faculty community; and 3. develop strategies for connecting and

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engaging online, adjunct faculty to the larger faculty community. Presentation will involve a discussion to identify key challenges and needs in providing professional development to a geographically-diverse faculty population and exploration of case studies relevant to engaging online faculty.

[Case Study of a Faculty Development Program: Walden University's Research Dissemination Support Program](#)

Molly Lauck (Walden University, US)

Abstract:

This session will examine a university-wide faculty development program implemented to support faculty in publishing/presenting their research to meet institutional expectations for scholarship and service.

Extended Abstract:

Faculty teaching at most graduate and undergraduate institutions are required to meet institutional expectations for scholarship and service. To demonstrate scholarship, faculty must contribute to their discipline through conducting research, publishing and presenting at conferences. While many institutions of higher learning have established policies that stipulate what faculty are expected to produce in order to meet scholarship requirements, programs that support faculty professional development to engage in and disseminate research are less evident. Implementing such programs in online learning environments, where the faculty body is often widely disbursed around the world, presents an additional and unique set of challenges. In 2009, facilitated by the Office of Research & Sponsored Programs, Walden University (an online university) introduced the Research Dissemination Support (RDS) Program, which is intended to support faculty in their efforts to publish and present the findings of their research and research-related activities. The RDS Program offers two types of awards: Presentation RSD, which provides support for faculty presenting their research at professional conferences; and Publication RDS, which offers an award to faculty that publish their research in professional journals. Three years of program data evidence an upward trend in faculty research dissemination activity (79 RDS awarded in 2009, 144 in 2010, and 190 in 2011), indicating that Walden faculty have become increasingly more active in disseminating their research as scholar-practitioners in the local, national, domestic, and international professional arenas. In this session the program structure and goals of the Walden RDS Program will be discussed. Program data collected during the three years that the RDS program has been in place will be presented to demonstrate faculty application/award rates and contextualize the University-wide expectations of scholarship within college rates of RDS program participation. The Walden RDS program has matured into a robust program, and as college level RDS program data indicates, the program is now on the cusp of undergoing a transition that will grapple with questions about how to address quality and rigor in the dissemination of research to meet scholarship and service requirements. Possible next steps in program revision to respond to issues of quality and rigor while recognizing differences between the five colleges within Walden University will be explored. Participants in this session will engage in a discussion about program development, implementation and revision at the crossroads of supporting faculty development and upholding scholarly/professional rigor. College/university faculty,

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department/program chairs, and administrators in both online and blended learning environments would benefit from participating in this session.

[Addressing Pedagogical Faculty Development in the Course Design Process](#)

Bethany Simunich (Kent State University, US)

Abstract:

Looking for greater faculty satisfaction and increased buy-in with the course design process?

Focus on pedagogy!

Extended Abstract:

Goals: After attending this session, participants will...

1. Understand why pedagogical faculty development is necessary for an effective and fruitful course design process.
2. Articulate topics in online pedagogy (as identified by the field and research in the field) that are necessary to include to positively affect online teaching and learning.
3. Develop a similar faculty development process on their own campus. **CONTEXT** Working with faculty to design or re-design their courses for the online environment often has its challenges in helping faculty understand pedagogical considerations, adult learning theory, or concepts such as backward design. Just as instructional designers and faculty developers ask faculty to explain to their students "why" they are doing something, as designers and developers we need to practice what we preach during the course design process. This session will discuss the online learning/online teaching concepts that are the most salient in order for faculty to have a positive course design experience and that will also provide faculty development which will result in better online teaching. **PROBLEM** Many faculty need to make a mental "shift" from face-to-face to online learning, and failure to do so can result in decreased buy-in for both the course design process and the validity/promise of online learning. This shift can be profound, and paradigmatic in nature -- when not addressed, these concerns and confusions can haunt and color the entire course design process, resulting in a negative experience for faculty and, perhaps, a lower quality course. This topic is important to distance educators, designers and trainers because faculty can often go through the course design process as if they are "going through the motions": they work with instructional designers and educational technologists to provide the necessary course components and material, but they never really make that fundamental shift in thinking that allows them to see the strategic differences between face-to-face and online teaching/learning, as well as the immense opportunities afforded by distance education. Faculty who leave the course design process without knowing more about adult learning theory, brain-based education, active learning, constructivist methodologies, facilitating online discussions, creating community, etc. have not only lost a wonderful opportunity for professional development and growth, but, also, not understanding the pedagogy of online learning may result in making less-than-optimal choices during course design, including not creating activities that facilitate interaction or focusing on static content that students do not engage with. Equally as important, their current and future students will not have an instructor who is truly knowledgeable about the online environment to guide them through their learning and help them be a successful online student. **APPROACH** The session will highlight one university's approach to dealing with the problem of helping faculty

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understand the pedagogical underpinnings of instructional design, an important topic that is often not addressed (or under-addressed) in the course design process because of time or other constraints. I will present the components of a "pre-design" faculty development module that helps prepare faculty for the new ways of thinking/doing that often accompany the shift from face-to-face to online learning. Additionally, I will discuss ways in which we have also worked to incorporate faculty development in online teaching and pedagogy throughout the entire course design process, so that the experience becomes both an active and reflective opportunity for faculty growth and awareness. By focusing on "working meetings" only for course design, faculty are giving thought and producing ideas for their course design in prescribed yet creative ways. While doing this work, relevant and timely information is shared with them through the LMS that provides pedagogical insight and inspiration for the design stage/phase they are currently engaged in. This process was, in part, developed to meet the needs of the University's new Strategic Initiative in Online Learning, which charged the Online Learning Team to re-think the course design process in a way that resulted in high faculty satisfaction and high quality online courses. RESULTS While this approach is relatively new, early faculty feedback and demonstrated results have been extremely promising. Prior to implementing the pre-design module and pedagogical information throughout the course design process, faculty routinely had questions that demonstrated that they were mentally situated within pedagogical approaches that might've worked well in the F2F classroom, but did not necessarily transfer well online. Their frustration and lack of knowledge about other pedagogical approaches became apparent (and sometimes an actual barrier) throughout the course design process, resulting in feelings of dissatisfaction with the process and courses that did not achieve their true potential. However, faculty that entered the design process after the pedagogical module and information were added reported a higher level of satisfaction and understanding; instructional designers working with the faculty also demonstrated higher satisfaction with the course design process. While we did not quantify the quality of courses before and after the pedagogical intervention (courses both before and after were designed to meet Quality Matters (QM) standards), courses created after the pedagogical intervention did meet more QM standards, and we are currently gathering student feedback to gain a perspective of student satisfaction and perceptions of course quality and teaching quality. INTERACTION Participants will share with their colleagues any similar experiences they might have had at their own institution, as well any solutions they have implemented. From these experiences as well as experiences and scenarios I will provide, participants will have an opportunity to brainstorm other pedagogical topics to address during the course design process and ways to address them. Depending on audience size, this sharing will either be done as a group or in a think-pair-share format. Additionally, participants will leave with a take-away handout of key ideas that will help them develop a pedagogical component for the course design process at their own institution. The handout will include the key pedagogical topics we address with faculty and when during the course design process we address them. The explicit, research-based reasoning for why certain pedagogical topics are paired with which phase or portion of the course design process will be discussed in the presentation itself.

[A Statewide Approach to Faculty Preparedness for Teaching Online](#)

Kara Monroe (Ivy Tech Community College, US)

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Jeff Pittman (Ivy Tech Community College, US)

Abstract:

Ivy Tech Community College utilizes a fully online approach to prepare faculty to teach online. Learn about the course and our approach in this session.

Extended Abstract:

Ivy Tech Community College is the community college system for the state of Indiana. Each year, Ivy Tech serves more than 80,000 students in online courses. These courses are led by more than 1700 faculty - all of whom have completed a required professional development experience designed to help them prepare for the challenges and opportunities of online teaching. Ivy Tech capitalizes on its single accreditation and shared resources through its approach to preparing faculty to teach online. Through the use of a six week, fully-online course, faculty are oriented to their roles as online faculty, prepared to utilize the classroom technology, and provided opportunities to experience the student side of online learning. In this session, we will provide the course framework, review the faculty evaluations of the course, and discuss an overall statewide system's approach to faculty development on an ongoing basis.

[Streamline Online & Hybrid Course Development Without Sacrificing Quality!](#)

Renee Cicchino (Seton Hall University, US)

Abstract:

Online and hybrid courses are being developed at a rapid pace. This session will demonstrate techniques for rapid course development while meeting quality assurance standards.

Extended Abstract:

Several years ago, Seton Hall University created a master course template based on the Quality Matters Rubric™ to provide faculty with a foundation on which to build pedagogically sound and content rich online courses. The master course template contains materials that may not be familiar to faculty, such as hardware and software requirements, the university's statement for students with disabilities, and technology support information. Since the template is populated with generic content, it can be used university wide. In addition, the template, in theory, provides a consistent learning environment for students, reducing the stress of finding materials in new courses and helps faculty through the content development process. Although this process seemed like a good idea, the instructional designers were experiencing a few challenges when supporting faculty with their online course development. The challenges most frequently encountered by the instructional designers included stylistic variations in the course due to copying and pasting directly into Blackboard from MS Word. Another challenge was that faculty felt overwhelmed by the process of having to 'build' the course in Blackboard not being entirely familiar with all of the tool's features. Other challenges included the slow process as more courses were being converted from face to face to online versions, template materials (content place holders) were not deleted from courses, and the number of significant revisions needed when courses were reviewed against the Quality Matters Rubric™. In an effort to

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demonstrate how to achieve the quality standards and to streamline the process for developing online courses, several resources were created. These included content templates and a personal learning plan to ensure quality. The templates helped faculty experience a smoother course development process with less revisions, and it helped the instructional design team work more efficiently given the number of courses that needed to be developed. Below is a list of the online and hybrid course development templates which will be shared during the session. Master course template: The development course shell is populated with general university content, including student resources, hardware and software requirements, copyright and academic policy requirements, and library information. This content remains part of the course and is updated regularly. Content development templates: Content templates that match the Quality Matters Rubric™ expectations as well as the layout in the master course template help faculty in developing their course materials by clearly identifying the required components of courses and providing an example from other online course. The faculty examples are used with their permission and highlight their hard work. There are six content templates, including faculty information, course participation requirements, course welcome, and worksheets for developing measurable course goals and learning objectives. The Microsoft Word templates are easy to complete and help faculty organize their content. The examples in each template demonstrate the level of detail that is needed for online and hybrid students to succeed and how easily quality assurance expectations are achieved. By using these templates faculty are able to focus on content development rather than 'building' the course in Blackboard. While the course is being built, faculty then participate in any necessary professional development opportunities in Blackboard and enhancing their time management skills. In addition, these documents highlight faculty achievement in online and hybrid course design by showcasing their work as examples on how to meet the quality standard. Personal technology learning plan: The checklist asks faculty to identify areas (Blackboard based) they either need or would like to learn more about to successfully manage the course and their time. The checklist also serves as a direct marketing tool for workshops and Teaching, Learning and Technology Center events. The instructional design team works with the computer-training center to ensure faculty have the necessary skills to facilitate an online course with confidence. Course development checklist: This simple checklist provides faculty and instructional designers with a simple list of items that need to be in the course to meet Quality Matters™ standards. All of these resources have improved the quality of online courses and, most importantly, increased faculty satisfaction. Online and hybrid course development and teaching can be overwhelming for the first few times. However, with the right support, it can be a positive and engaging experience. The presenter will demonstrate the materials that were created to improve and streamline the online and hybrid course development process and maintain quality assurance standards. Additionally, we will discuss how other institutions can develop their own best practices.

[Before You Say I Do: Creating a Positive and Shared Commitment Between the ID and SME](#)

Patti Brown (Stark State College, US)

Abstract:

Learn how standardized Course Development Plans enhance the working relationship between the ID and Subject Matter Experts in the creation of great online courses.

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Extended Abstract:

Creating a great online course takes the full commitment and cooperation of both the Instructional Designer and SME/faculty member. Frustrations in the design process generally result from lack of communication, planning, and misunderstanding. By utilizing a standardized development plan, a positive working relationship can be established and maintained throughout the entire course design process. Learn how a detailed checklist of duties can set clear expectations when each step in the design process is linked to the appropriate team member for accountability and tracking. A sample Development Plan form will be provided along with a detail presentation on each section of the plan. Eliminate the "he said, she said" mentality and discover the benefits of and the strategies for planning a successful partnership in order to create a quality online course.

[Innovative Strategies for Hiring and Training Online Faculty](#)

Kimberly Thueson (Brigham Young University - Idaho, US)

Abstract:

This presentation illustrates an in-house hiring and training program for online faculty and formulates an effective, adaptable model for use in various organizations.

Effective online education programs rely heavily on the faculty who facilitate the courses and interact with the students. Selecting the right instructors for this role and training them to become excellent online facilitators requires insight toward the future and clear definitions of expected standards and desired outcomes. This presentation will illustrate an effective evaluation and selection process as well as a certification training process that generates a pool of exceptional online faculty. This presentation will benefit those who want to develop or improve an online faculty hiring and training program. By demonstrating the BYU-Idaho model for hiring and training online facilitators, this presentation will address the fundamental considerations necessary to establish a pool of effective online facilitators. BYU-Idaho's online instruction department began with fewer than ten employees in 2008 and now includes over 300 online adjunct faculty and the several administrative departments necessary to support those instructors. The university's online initiative includes three main objectives: 1. serve more students, 2. reduce the relative cost, and 3. increase the quality of the learning experience. BYU-Idaho's online learning program plays a fundamental role in accomplishing those imperatives, and in an ongoing effort to support the rapidly growing online student base, BYU-Idaho's online instruction department is projecting to hire over 1500 instructors in the next three years. During that hiring process, the online department aims to hire and train only online faculty who fully support the BYUI Mission, Framework, and Learning Model and who are willing to maintain the online Instructor Standards and their specific requirements. Important to the program's success thus far is the separate but integrated model for managing online adjuncts at the university. Hiring credentials and criteria are determined by the respective academic departments, but training and day-to-day oversight (reporting lines) are managed by the university's centralized Online Learning organization. In order to facilitate the hiring, training, and continuing development of such a large adjunct faculty base, BYU-Idaho's online faculty training program is adaptable as it accommodates the needs of instructors in both domestic and international programs. The hiring and training process includes five weeks of

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actual online classroom experience in collaborative online cohorts: 1. A two-week-long Evaluation course is a rigorous 20-hour online course where applicants engage in an actual online classroom experience where they interact in discussion forums and submit assignments in order to demonstrate their online communication and facilitation skills. This evaluation and screening process results in approximately one-third of the applicants being selected for the teaching pool. 2. The applicants hired are then required to take a three-week-long, 36-hour Certification course (with compensatory pay) where they are trained to teach BYU-Idaho courses online. The training takes place in an actual online course where the new instructors experience the online classroom as both instructors and students: they participate as students, receiving individual and class-wide feedback from the course instructor, while being trained how to use the classroom as facilitators. The course has an Online Instruction Handbook that serves not only as the text for the training but also as the handbook of policies and standards for the instructors as they continue teaching. The result of this program is a pool of online facilitators who are well trained in the university's learning management system, who understand their roles and the required expectations, and who understand and support the overall mission of the university. One of the key features of the Certification training course is access to a working "Sandbox" space. This online classroom is a virtual "play" space set up with "dummy" students and assignments where the instructors are encouraged to experiment with the classroom features and grade book as they learn how to use the learning management system. No changes to the Sandbox course are permanent as it automatically returns to its default settings when the instructor exits; the instructors can use the Sandbox space as often as they want to in order to practice with the classroom features. Additionally, during Certification training, the instructors have access to a "view only" version of the course they will be teaching so they can become familiar with the syllabus and assignments. Ongoing developmental training begins immediately after Certification and includes shadowing in a live class, additional training and information, and an ongoing collaborative mentoring framework called Teaching Groups. All BYU-Idaho online instructors also join and participate in an online community of practice, a collaborative professional network established for BYU-Idaho online instructors. Feedback from instructors who have participated in the evaluation and certification process indicates that the process is effective. One participant said, "I felt like I got a sense of what online courses are like by participating in one as a student myself." Another new faculty member said, "Loved the 'hands on' style of this course. No busy work. Everything we did was true preparation for what we would be doing later [in our own courses]." This presentation will outline BYU-Idaho's adaptable hiring and training model with the intent to introduce the methodology for application in various organizations. Fundamental principles will be discussed such as identifying desired characteristics in all online facilitators, establishing what instructors need to know in order to effectively facilitate their first course, and specifying desired outcomes for developing excellent online instructors. During the presentation, the audience will contribute input about online facilitator characteristics and standards that can help initiate and define the goals of a hiring and training program that would be in line with their organization's mission and desired outcomes. This audience interaction will illustrate how to generalize and adapt BYU-Idaho's model to various organizations. The overall outcome of the presentation will show how establishing innovative and specific hiring and training methods can result in a pool of excellent online facilitators who will ensure the future quality of online

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education. This presentation will be a PowerPoint presentation and will be posted as a PowerPoint file on the conference website. tenced Abstract:

[Roadmap of a Blended Learning Model for Online Faculty Development](#)

Denise Lowe (University of Central Florida, US)

Abstract:

UCF offers a blended course design for online faculty development. Content integrations, with lessons learned for program redesign are discussed. Handouts of program design provided.

Extended Abstract:

Context: Creating blended learning courses is often challenging for faculty desiring to maintain the richness of F2F interaction with the convenience of distance education. In the face of larger numbers of students in online courses and the challenge of designing integrated and rich course content in the online environment, the need is greater than ever to implement faculty development programs that adequately prepare them for online teaching. Designing blended learning courses that adhere to best practices, integrating F2F and online content and activities, and preserving the richness associated with both environments is a challenge best served by experiential learning. Problem: Online learning is changing the landscape of higher education. Due to various economic, political, or geographic reasons, institutions are finding the need to expand their course offerings to reach increasingly diverse populations. However, many faculty are skeptical of online learning, feeling that something will be lost outside of the traditional F2F classroom. Blended learning approaches have the potential to bridge that perceived gap, if well-designed. Integrating the F2F and online components of course design can potentially offer faculty and students the best of both worlds. How is this done? What guides the course design of blended learning? How can we model this course design for the development of future online faculty? Approach: The University of Central Florida offers online faculty professional development across a series of programs that responds to the various needs of colleges and departments, and offers differing levels of access to online support. The award-winning program, IDL6543, is the flagship of this series. Upon its completion, faculty are credentialed to design and develop online courses, and receive ongoing technical and instructional design support. The program is offered in a blended learning format, giving the faculty the experience of being students in an online course - the first experience of this type for many of them. The focus of the course design for IDL6543 is the integration of the F2F and online course components. Rather than taking what works in the F2F environment and replicating it for the online environment, the course is designed to demonstrate the unique aspects of both worlds - while reinforcing overarching principles related to both, best practices, and convergence of topical activities. The topic is introduced by providing a brief overview of the organizational culture of the University of Central Florida and the online growth experienced which has fueled the continued need for online training. The organizational support characteristics necessary to implement a quality faculty development program are then reviewed, along with how to engage and motivate faculty in the online learning process. Next, the blended learning best practices that have guided the design of IDL6543 are discussed and demonstrated in the course concepts, strategies, and flow of design. Participants are provided a handout summarizing the

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integration of course concepts, F2F, and online teaching strategies. The program has recently undergone a major revision and update to reflect emerging needs of faculty and to align its design more consistently with adult learning principles, which is reflected in the handout mentioned. Finally, the changes made to course design, lessons learned, and tips for success are also shared. Relevance to Other Institutions: Most institutions are now faced with the criticality of developing online learning for their student populations in the face of a changing world environment. Providing faculty with the tools necessary to design quality courses is essential for program success. This is one such program that uses the blended learning format to acclimate faculty into the online environment. Integrating technology and pedagogy, F2F and online content, and instructional design support offers faculty the experience of online learning - with all its frustrations, challenges, and rewards - so they are better equipped to create a rich course environment in which authentic learning can effectively take place. Interaction: The presenter will ask some thought-provoking questions at the beginning of the session to stimulate thinking as content is discussed. An interactive question and answer style is used to address participant questions as they are asked, with time allotted at the end of the session for a more robust question and answer period. An electronic handout is provided. Outcomes: The purpose of the session is to provide participants with a model of an online faculty development program based upon blended learning best practices. An overview of program success requirements provides a foundation for thinking about program implementation at the organizational level. Discussion of adult learning principles as they guide program design yields connections to course content, and the integration of course components. The objectives for this session are: 1. Identify the organizational requirements for scalability of an online faculty development program. 2. Utilize blended learning best practices to inform effective course design. 3. Assess the integration of F2F and online course components, in alignment with adult learning principles, for blended learning courses. Results: Comparing the evaluative participant responses from four semesters (two of the former IDL6543 and two of the revised IDL6543) indicated an overall increase in participant satisfaction with the course design. Faculty indicated they were much more satisfied in the areas of self-regulation, working at their own pace, reduced seat time, autonomy, and independence. In the revised IDL6543, faculty begin developing course content from the very first week of the program, which was also very well-received. Successes: Adhering more strictly to adult learning principles allowed for greater flexibility in designing a blended learning model following best practices. Adopting the perspective of facilitators and guides, rather than instructors, presented a unique opportunity to view the learning process in a different light. This, in turn, became the impetus for realigning course objectives, content, and activities. Failures: As with the original design of IDL6543, the revised design must reach a variety of faculty skill levels and experiences, across varied disciplines. Although greater participant independence and autonomy were provided, there are some who prefer a more structured approach. Bridging this gap in the integration of F2F sessions, online content, and instructional design consultations continues to be reflected in minor program changes.

[AMS Education Program: Leading the Way in Online Instruction Since 1996](#)

James Brey (American Meteorological Society, US)

Kira Nugnes (American Meteorological Society, US)

Faculty and Professional Development & Support

Abstract:

Not sure how to teach lab science online? We do! Come learn how to offer a lab science course that uses real-world data.

Extended Abstract:

Since 1996, the American Meteorological Society (AMS) has been developing online educational materials, both for K-12 teacher professional development as well as for the undergraduate classroom. During the Fall and Spring semesters, AMS partners with NOAA, NASA, and SUNY Brockport to offer DataStreme Atmosphere, Ocean and Earth's Climate System. These online, professional development courses are delivered to small groups of K-12 teachers through Local Implementation Teams (LITs) in nearly all 50 states, with twice-weekly online study materials, weekly mentoring, and several face-to-face meetings, supplemented by a printed textbook and investigations manual. LITs recruit local teachers for participation, but for those interested candidates who do not live close to a LIT, they can apply to take the course completely online via the AMS Education Program website. These courses have been completed by more than 16,500 teachers, increasing their knowledge of online geoscience resources and confidence in understanding the dynamic Earth system. With the additional support of NSF and NOAA, AMS developed AMS Weather Studies, AMS Ocean Studies, and AMS Climate Studies. These high-caliber, scientifically-authentic, introductory, undergraduate-level courses investigate current topics in Earth science through the use of real-world environmental data and are spinoffs of the courses for teachers. Designed to be adaptable to traditional, hybrid, or online instructional settings, these courses have already been adopted by more than 675 colleges and universities across the United States, with an increasing number offering the courses completely online or in a hybrid learning environment. The courses consist of a fully-integrated set of printed and online learning materials including a comprehensive textbook, investigations manual, course website, faculty website, and a faculty resource CD. Instructors can use these materials in any combination. Updated yearly, the investigations manual contains 30 laboratory activities, two per textbook chapter, and innovatively connects with an optional third online component, Current Weather/Ocean/Climate Studies, via the course website. These online investigations reference data from the NWS, reports from the IPCC, and contain real-world data from other lead scientific organizations. The course website is an all-inclusive webpage that provides links to numerous external sources that further engage students. Other course website resources include the Daily Weather Summary (AMS Weather Studies), updated daily (during the fall and spring semesters) with a comprehensive analysis of the synoptic weather in the United States for the previous 24 hours, as well as historical weather events. The Weekly Weather, Ocean, and Climate News are freshly prepared every Monday with important news from these sciences. Algebra- and calculus-level math applications (AMS Weather Studies), along with access to COMET modules, chapter self-test questions, and geoscience career information are other resources found on the course website. In addition, course instructors receive a Faculty CD that contains a faculty manual including learning objectives and suggestions for course implementation, as well as investigations manual answer forms compatible with any course management system, test bank questions and answers, textbook images, and PowerPoint® presentations for each chapter. The investigations manual answer forms, found on the faculty CD, are files compatible with Respondus®, test-generating software for which many institutions

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are licensed (answer forms are also provided in Respondus® format). The faculty member has the option of delivering questions through their course management system to allow automatic scoring and immediate results for their students. This feature allows for full integration to a college's e-learning environment. AMS Weather Studies, AMS Ocean Studies, and AMS Climate Studies may be implemented as a new institutional course offering, a revision of an existing course, the expansion of an existing course to include a lab component, or may be used to create an online course, particularly as an online lab science course. These courses can be taught by experienced science faculty or those new to teaching the subject matter. Mentoring by AMS-trained course instructors is available to all new instructors. AMS has received positive feedback from instructors who have used the mentoring program. A license is required for institutions using both the textbook and the investigations manual. The license includes the textbook, investigations manual, and course and faculty websites, or the investigations manual and/or course website alone. A textbook-only option is available; however, does not include any of the faculty resources or access to the course and faculty websites. Central to the American Meteorological Society's development of these courses is their implementation at colleges serving large minority-student populations. Since 2002, the AMS has initiated course implementation through NSF-supported Geoscience Diversity/National Dissemination Projects. Participating U.S. institutions include Historically Black College and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, Alaska Native, and Native Hawaiian Serving Institutions. As a result of the AMS Ocean Studies Diversity Project, 75 institutions have offered the course to more than 3000 students. The 145 institutions that participated in the AMS Weather Studies Diversity Project have offered the course to more than 10,000 students. With the support of NSF and NASA, and a partnership with Second Nature, the organizing entity behind the American College and University Presidents' Climate Commitment (ACUPCC), the AMS Climate Studies Diversity Project recruited 25 MSI faculty members for the inaugural workshop held in May 2012. Subsequent workshops will be held throughout the next 3 years, targeting 100 MSIs. Commitment to diversity is also part of the DataStreme courses for teachers. Teachers at schools with high minority populations are given preference. As part of our presentation, the speaker will share his personal experiences (both trials and tribulations) of offering AMS Weather Studies online for 8 years at the University of Wisconsin and offering a DataStreme course to Wisconsin teachers. Actual excerpts of our coursework, showcasing our innovative approach to using real-time data, will also be presented. AMS Weather Studies, AMS Ocean Studies, and AMS Climate Studies aim to interest all students in the geosciences and increase scientific literacy through the use of real-world data. For more information, please visit <http://www.ametsoc.org/amsedu>.

[Using Online Learning Strategically to Improve Educational Quality](#)

John Sener (Founder/CKO, Sener Knowledge LLC, US)

Abstract:

How are you using online learning to improve education at your institution? How could you be improving educational quality more strategically?

Extended Abstract:

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Workshop goals: -- at the end of the workshop, participants will be able to: - Evaluate six stated ways that online education has positioned itself for the next stage of its evolution. - Apply the 'seven futures' conceptual framework to your current institutional setting. - Select and/or formulate one or more strategies for using online education to improve quality at your institution. - Explain how they represent quality improvement and relate to one or more of the stated "futures." - Describe action steps for implementing at least two strategies in one's institutional setting, and explain why those steps will be effective.

Workshop Description: How are you using online learning to improve education at your institution? How could you be improving educational quality more strategically? Online education has long been defined by its capabilities for increasing access to learning. More and more online educators have taken on a new challenge -- using online learning to improve education. This workshop is designed to help you learn how to do that more strategically -- in an organized, focused manner which enables you to implement plans and take advantage of unexpected opportunities. This workshop is for you if you are: - Already using online learning strategically to improve educational quality and want to get even better at it. - Using online learning to improve educational quality in a more random or haphazard manner and want to be more strategic about it - Just getting started in using online learning to improve educational quality - Skeptical about the value of online learning in improving educational quality and need some convincing about it. This workshop is organized based on the Seven Futures conceptual framework as described in the presenter's book *The Seven Futures of American Education: Improving Learning & Teaching in a Screen Captured World* (CreateSpace, 2012). Workshop participants will receive a copy of this book as part of the workshop materials package. [NOTE: This half-day workshop is also designed to complement, but is independent of, the [proposed] workshop on *Disrupting Online Learning: Improving Education in a Complex World*.] The heart of the workshop will be collaborative participation that enables participants and the presenters to learn from each other. Participants will gain actionable "take-aways" from this workshop in the form of: New knowledge, improved skills, and/or changed attitudes about quality initiatives which you are already implementing at your institution.* One or two new strategies that you will implement at your institution after the workshop. New knowledge, improved skills, and/or changed attitudes which you can use to get started on using online learning to improve educational quality at your institution.

*"Institution" can mean at the institutional, program, course, module, or more granular level.

Proposed Workshop Structure: 1) Icebreaker exercise to capture participants' initial thoughts about their current status -- related questions: What are your current strategies for using online learning to improve education at your institution? What would you like to be (even more) strategic about it? Participants will identify themselves as belonging to one of four categories, and will be asked a different question depending on the identified category: a) Strategic improvement = able to identify a specific set of strategies they're currently using to improve education via online learning b) Non-strategic improvement = involved with using OL to improve education but doing so in a more random, haphazard way c) Wanting to improve = focused on providing access, but wanting to learn how to use online learning to improve education Skeptical about improvement -- needing some convincing that OL can improve education

Takeaway: participants' self-awareness/knowledge about their current status relative to using online learning to improve education. 2) Improving Quality: The Second Era of Online Education

Presentation: How online education has positioned itself for the next stage in its

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evolution. Small group exercise/large group discussion: Discuss six ways that online education has positioned itself for the next stage of its evolution. Pick at least two of the six factors listed and make an argument (pro or con) as to whether or not the factors have helped online education position itself for future evolution. Share with large group. 3) Seven Futures Conceptual Framework Presentation: Seven Futures framework will describe its genesis in scenario planning theory, the elements and characteristics of each scenario, and how it is designed to support using online learning to improve education. Small Group/Large Group Discussion: Applying the "Seven Futures" Framework to Your Context. Directions: in small groups, discuss and answer the questions below. Describe how the Seven Futures framework resonates with you (or not). To what extent does the Seven Futures framework describe the main viewpoints which are driving discussion of key issues at your institution? To what extent does the Seven Futures framework describe the main viewpoints which are more broadly driving current education reform initiatives? How does the Seven Futures framework apply to your current institutional setting? For example, which scenario(s) seem to be having the most effect at your institution? Which scenario(s) are having the most positive effect? The most negative effect? Does the Seven Futures framework seem as if it might be useful to you in your daily practice, for instance for planning online education initiatives? If so, how? If not, why not? Large Group Sharing/Q&A: Discuss small group findings with larger group. 4) Plans for moving from theory to action Presentation: Criteria and Strategies for Improving Online Education Individual Reflection exercise: Describe action steps for implementing at least two strategies for using online education to improve quality at your institution, with the help of the Seven Futures framework. State your initial thoughts on a planned timeline for implementing these action steps and on how you will assess their effectiveness. Why do you think these action steps will be effective, and how will you demonstrate this effectiveness to other key stakeholders? Large Group Sharing/Q&A: share one of your strategies with the group; find others who plan to employ the same strategies; spend some time talking with them as a group. 5. Wrap-Up and Evaluation

[From Critique to Community: Exploring Faculty Development for Online Teaching](#)

Jeffrey Nugent (Virginia Commonwealth University, US)

Britt Watwood (Virginia Commonwealth University, US)

Abstract:

This session aims to generate conversation about what constitutes meaningful faculty development for teaching online by describing a comprehensive faculty development program.

Extended Abstract:

The growth of online learning continues to outpace traditional enrollments at colleges and universities across the country (Allen & Seaman, 2011). Fueled by the need for flexibility and expanding new learning opportunities, student expectations for online learning have also become more discerning as they encounter more online course work. In response, increasing numbers of colleges and universities have begun to come to terms with the fact that online learning - while a clear disruption - is not a fad. A broad conversation about the future of online learning in higher education, and how it can serve as a strategic asset, is beginning to take root at more universities as they consider issues related to developing and offering online courses

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and degree programs. Key to this conversation, are university faculty members interested in exploring the online environment, many of whom do not have experience either taking or teaching online courses. While faculty development for online teaching has been identified as a characteristic of top online degree programs (U.S News and World Report, 2012), there is limited information about the design of these opportunities for faculty. Indeed there appears to be a range of program designs, and limited consensus about what high quality faculty preparation for teaching online should consist of. This session aims to generate conversation about what constitutes high quality faculty development for teaching online by describing a comprehensive faculty development program designed to enhance online pedagogy and support development of online courses. The presenters will report on the design of a multifaceted program developed in a Center for Teaching Excellence at a large urban research university, and conducted over the last three years to small cohorts of faculty members. In addition, the presenters will share an evaluation process that was used to determine how the program supported faculty growth in several key practice dimensions. The program was informed by the following design considerations:

- Faculty member experiences as online learners are critical to their development as effective online teachers.
- Faculty members benefit from ongoing opportunities to critique their assumed roles as online teachers.
- Engaging in online community building experiences is key to shaping practice in the online environment.

The session will introduce and briefly describing the core pieces of the Online Course Development Initiative, which includes faculty participation in the following components over an entire academic year: 1) an introductory web-based learning experience exploring guiding principles of online teaching, 2) a weeklong face-to-face institute on online teaching and learning, 3) a three week online mini-course addressing online course design, and 4) ongoing consultation with instructional designers to pace and support online course development. Presenters will share experiences about [re]designing and conducting this faculty development program over the period of three years. In addition, we will share basic results from our program evaluation process, and invite Q&A about the design and outcomes with session participants. By the end of this session, participants will:

- Have an understanding of the importance of key design considerations informing faculty development programs for online teaching.
- Critique the comprehensive design presented during the session, and consider possible application for their home institutions.
- Consider the importance of engaging in meaningful program evaluation to determine efficacy of programs designed to prepare faculty members to teach online.

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[Leading Teachers to Virtual Reality](#)

Trina Trimm (VSCHOOLZ, US)

Abstract:

Virtual education is expanding expeditiously. Teachers new to K-12 Online Learning need training on digital content &, instructional design to ensure student success.

Extended Abstract:

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Technology training is not enough for teachers who are new to or transitioning into the virtual learning environment. Teachers need training on using digital content in the classroom, instructional design, and communication and collaboration tools used in the digital age. Virtual education is expanding at an expeditious rate. Whether a school is transitioning to a blended learning environment or starting an online school, the instructor is the primary factor leading to student success. The panel will discuss and present how they have successfully provided training to education students, instructors and administrators in a digital learning environment. The panel seeks to delve into what kinds of training is needed to teach in a virtual learning environment; how teachers can provide different tiers of professional development; and how it can be ensured that instructors have acquired skills that will enable them to effectively teach online. The target audience is teachers who are new to the field of K-12 Online Learning. The presentation's agenda is as follows:

*Welcome

*Review of Qualities of Good Online Instructors

*Overview of Delivery Models for Trainings

*Adapting Trainings to Teachers' Skill Level

*Q & A As the need to make the transition to digital learning grows, trained instructors are needed for all grade levels. The panel discussion will provide insight into professional development for teachers of all grade levels. Insight into adapting trainings for elementary and secondary teachers as well as school administration will be provided by the panel. Make sure all of your instructors are providing quality online teaching to students!

[Using the Community of Inquiry \(CoI\) Framework to Consult with Faculty About How to Design Online Learning Environments](#)

Stephan Junion (Nova Southeastern University, US)

Martha Snyder (Nova Southeastern University, US)

Abstract:

Expert instructional designer phenomenological interviews - insights on using the CoI framework, survey and life/design experiences as tools to consult with faculty designing online learning.

Extended Abstract:

The Community of Inquiry (CoI) is one of the most widely-researched frameworks in online learning (Garrison & Arbaugh, 2007). The CoI framework describes how learning takes place in an online learning environment through the educational transaction that occurs at the intersection of social, teaching and cognitive presence (Garrison, Anderson, & Archer, 2000). CoI studies to date have primarily focused on identifying levels of social, teaching and cognitive presence attained either through content analysis or via the CoI survey (Arbaugh et al., 2008; Bangert, 2009; Shea & Bidjerano, 2009). The purpose of this study was to develop and validate instructional strategies and activities that inform the CoI framework. Garrison, et al. (2000) highlights the significance of the role of the designer in creating a structure and facilitation of learning in online learning. The goal of this design and development research (Richey & Klein, 2007) was to provide instructional design practitioners concrete instructional strategies and

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activities that inform the Col framework and that could be used in the design and development of an effective online community of inquiry. As part of this study, a series of phenomenological interviews were conducted to identify how expert instructional designers approach the design of online learning through the perspective of the Col. Three of the experts interviewed had extensive experience in working with faculty members to create a community of inquiry. Throughout the series of phenomenological interviews, experts described their work with faculty members and how using the Col enabled them to engage faculty members in creating an effective online learning experience and aided faculty in the creation of a community of inquiry. Experts described how they worked with faculty members who had varied knowledge and backgrounds related to online learning, the Col and instructional strategies and activities that can be used to support each of the three Col presences. The results of the study include a Col Instructional Strategies and Activities Guide that provides context on the Col and provides insight into how expert instructional designers approach the design process in creating a community of inquiry. The guide was developed as part of a recommendation from the expert instructional designers to support instructional design practitioners in designing online learning through the use of the Col.

Presentation Goals: The goal of this presentation is to provide insight into how expert instructional design and Col practitioners work with faculty members to create an online community of inquiry. Through the experience of experts acting as consultants working with faculty, we will take a look at the processes and approaches taken in support of developing online learning that supports each of the three Col presences. The proposed interactive session will highlight the initial phase of this research conducted through a series of phenomenological interviews (Seidman, 2006) to understand how expert instructional designers use the Col framework and how designers view the Col throughout their design activities. The interviews conducted with expert designers provided insight for faculty members into a number of implications when using the Col framework in designing online learning. This session will focus on the thought process instructional designers use when consulting with faculty in the development of online learning from multiple perspectives including the following:

- How expert instructional designers - who are also experienced with the Col framework, use various elements of the Col (i.e. Col Framework, Presences and Survey) when working with faculty to develop a community of inquiry.
- How expert instructional designers consult with faculty members in creating a Col including the techniques, approaches, instructional strategies and activities these experts use to engage and assist faculty in understanding how to create a Col.
- How expert instructional designers use learning and instructional theories to guide their consultation efforts.
- How a faculty member's experience and comfort level determines what the consultant recommends in terms of the types of instructional strategies and activities the faculty uses and the thought process used to identify which are appropriate as the consult with faculty
- Using the Col as a design process.
- Perspectives on supporting faculty through the creation of resources to support a designer and educators' approach to creating an online community of inquiry.

During the session, we will take you into the minds of three expert practitioners and share some of their experiences using the Col framework as a key component of their design process when working with faculty. This session will provide insight into the challenges and opportunities facing designers when working with faculty throughout the design process. In addition, this session will provide valuable insight to faculty on how they can increase their knowledge of the Col framework and

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use the insight provided by expert instructional designers as faculty work to develop a community of inquiry. Arbaugh, J. B., Cleveland-Innes, M., Diaz, S. R., Garrison, D. R., Ice, P., Richardson, J. C., & Swan, K. P. (2008). Developing a community of inquiry instrument: Testing a measure of the Community of Inquiry framework using a multi-institutional sample. *The Internet and Higher Education*, 11(3-4), 133-136. Bangert, A. W. (2009). Building a validity argument for the community of inquiry survey instrument. *The Internet and Higher Education*, 12(2), 104-111. Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. Garrison, D. R., & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and Higher Education*, 10(3), 157-172. Richey, R. C., & Klein, J. D. (2007). *Design and Development Research*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. Shea, P., & Bidjerano, T. (2009). Community of inquiry as a theoretical framework to foster "epistemic engagement" and "cognitive presence" in online education. *Computers & Education*, 52(3), 543-553. Seidman, I. (2006). *Interviewing as Qualitative Research* (3rd ed.). New York, NY: Teachers College Press.

[Graduate Teaching Assistant Facilitation of Online Courses as a Pathway to Future Online Instruction](#)

George Richardson (University of Cincinnati, US)

Michael Brubaker (University of Cincinnati, US)

Laura Nabors (University of Cincinnati, US)

Renee Hawkins (University of Cincinnati, US)

Abstract:

We examine graduate teaching assistants' (GTAs) experiences as online course facilitators and discuss GTA facilitation of online courses as a pathway to future online instruction.

Extended Abstract:

Context Today's graduate teaching assistants (GTAs) often become tomorrow's professors. Park (2004) reviewed the experiences of graduate student teaching assistants and reported that increasing numbers of undergraduate students, in combination with resource constraints, have increased opportunities for graduate student teaching. As this reliance on GTAs increases, more attention needs to be paid to the factors that contribute to successful orientation, induction, and assimilation of GTAs (Park, 2004). Online instruction is carried out in a unique environment, where faculty need special training and support to overcome barriers such as faculty frustration with new technologies, new modes of student-instructor interaction, and sometimes, the development of a new online instructor persona (Conrad, 2004; Keengwe & Kidd, 2010; Koppola, Hiltz, & Rotter, 2001 Schrum & Hong, 2002). Faculty and GTAs differ in many respects. For example, GTAs are often younger than faculty and part of a generation that uses technology more frequently (Zickuhr & Smith, 2012). However, as GTAs begin to assist instructors in online

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environments, it is likely that many will need training and supports just as faculty have. In similar fashion to faculty who crossed over into the online realm, graduate students will need training in generic teaching skills and online technologies, along with ongoing support. More information about providing training and support for graduate student online facilitators is needed. Research examining GTA experiences as facilitators, along with their orientations towards teaching future courses as online instructors, could be used by programs developing graduate student teacher-training programs. In an effort to better understand how the GTA experience might contribute to effective online instruction among future academics, we will review the literature regarding faculty preparation for online instruction and GTA preparation for face-to-face instruction and synthesize these literatures to identify key ingredients for preparing GTAs to facilitate online courses. Finally, we will examine GTA's perceptions of their current and future involvement in online facilitation and instruction of undergraduate courses to identify obstacles and encouragers they encounter as they become oriented, inducted, and assimilated to the role of online course facilitator (see Park, 2004). Questions This study will address the following questions: (1) What are graduate students' perceptions of their experiences as online course facilitators? (1) What are graduate student's perceptions of online teaching? (2) What supports are needed to involve graduate students in online teaching? (3) What are graduate students' perceptions of the future of online undergraduate education? (4) Do graduate students who have facilitated online courses plan to teach online in the future? And (5), how do graduate students think that the training of online educators could be improved? Methods Six to eight graduate students who are facilitators in an online teaching environment will participate in this study. Interviews will be used to examine graduate students' perceptions of online teaching. Participants will describe their online teaching experiences, their perceptions of the mentoring and training they have received, their perceptions of the future of online education, and any plans they may have to teach online in the future. Four online instructors will participate in this study as well. The instructor participants will relate their experiences supervising graduate students as facilitators in online courses. These instructors will provide information on how they provide support and training to graduate students who are assisting them in online instruction. Results will be analyzed using an iterative qualitative process of review and critique of interview data to assess emergent themes in research areas (e.g., supports, barriers, training needs, future interests). Results We expect that this study will yield qualitative data that can be used to develop models of GTA preparation for online instruction. The interview questions are designed to identify current supports, barriers, and training needs perceived by participants. In addition, we expect to identify obstacles that GTAs face as they become oriented, inducted, and assimilated to the role of online course facilitator. Conclusions/Discussion Effective models for training GTAs to facilitate online courses can help produce professors competent in online instruction. We will lead an interactive discussion applying the literature reviewed, along with the results of our study, to the development and implementation of models of effective GTA preparation for online instruction.

[Pedagogy At a Crossroads: Strategies to Develop Teachers](#)

Keith Restine (Texas Woman's University, US)

Bethany Germany (Texas Woman's University, US)

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Heidi Ashbaugh (Texas Woman's University, US)

Abstract:

Pedagogy at a Crossroads - Are We Missing the Obvious? Learn and Discuss How Specialized Instructional Strategies Develop Successful Online Teachers.

Extended Abstract:

The Office of Distance Education at Texas Woman's University conducts the majority of the faculty development for online instructors. Faculty development is typically conducted in a variety of formats: online using a synchronous tool, online using self-paced course offerings, online using self-selected resources sets, face-to-face workshops, and through larger events like lecture series and symposia. The Office of Distance Education also is home to the TWU Instructional Design team. Each instructional designer (ID) works with the faculty in their assigned college or location. The IDs primary responsibility is to focus on effective strategies for teaching online. Through our work with faculty members, it came to our attention that many faculty members knew very little about how to think about, design, and develop instruction for the online environment. This presentation will focus on a series of strategies developed by the Office of Distance Education to assist faculty to plan instruction for their courses. This presentation will present the concepts and materials used by the IDs in their individual work with faculty members. Audience members will also be provided access to coursework and resource sets used to support these efforts. A great deal of the literature on online pedagogy seems to focus on general approaches that most agree are important for online instruction. For instance, most literature in this area may spend considerable time and effort discussing the importance of interaction and communication in online courses. General approaches to online instruction are important and should not be discontinued. However, most faculty members are educated to be content experts. Certain segments of faculty have received no education or formal training in how to teach. This presentation advances the idea that many faculty members need direct education in the strategies and approaches augmented by practice in how to plan instruction. This presentation also argues that there are fundamental approaches to planning instruction that have merit in the online world. These approaches are advanced as crucial starting points in efforts to create good online educators. Perhaps more importantly, instructors need to plan the use of these strategies well in advance of instruction. For this presentation, five fundamental approaches to planning instruction are discussed. Specific strategies are advanced for the topics and examples are provided. Know What They Know This is our appeal that we must begin to consider the consequences of the batch processing of students. Students do not arrive in the classroom as a blank slate. The Tabula Rasa theory was argued prominently by John Locke in the 17th century. Most contemporary cognitive scientists summarily reject the idea that past experiences play no part in learning. Students come to our classrooms with a mixture of facts, conjectures, assumptions, concepts, beliefs, models, and so forth. They have a lot of ideas about your content well before you begin your first presentation. All of this accumulation serves as the filters that students will use to interpret the content you present in class. We argue that you need to have understanding about the prior knowledge that students will use to interpret your information. Less is More This is our approach to condensing content to key concepts and using these concepts to focus attention on the key features that need to be learned. Good teachers do this almost unconsciously in the face-to-face

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environment. We don't see the attention to these details in the written instructions found in most online courses. Learn important techniques to emphasize the important content of your discipline in the online world. This is also our appeal for you to exert your expertise and select the most important content to present to students. You are the expert on the content and you know which content plays prominently in your discipline. Choose Your Examples Wisely This emphasizes the importance of careful planning. Examples serve as the benchmarks for further learning and should be selected with a great deal of care. For instance, concrete examples are most useful for novices learning fundamental concepts. As the course progresses, counterexamples are one way to teach sophisticated concepts. A move to more abstract examples also extends the learning process. Sequence Instruction Accordingly This approach focuses on the need to understand your instructional goals and audience before determining your sequence of instruction. As a general rule, novices benefit from exposure to an overview because this provides an initial structure that students can use to organize the details of the remainder of the instruction. Using an overview in this manner provides a sort of advanced organizer for novice learners. Learners with a firm foundation in the content may not need as much structure and may prefer to begin with details. Knowing your audience will help you determine the instructional sequence. The Type of Practice Matters Students benefit from specific types of practice. Intentional and goal-directed practice may be predictive of success. Considerable benefit is seen in clear and transparent language explaining the goals of the practice. It is also important to consider the level of difficulty of the practice. It comes as no surprise that the amount of goal-directed practice time is directly related to future success. Practice should focus on a single goal or a specific criterion. Practice should be at the appropriate level of difficulty. The amount of time spent in meaningful practice is important to overall success. This presentation will involve the audience in discussing the usefulness of instruction on specific planning activities in comparison to the broader approaches seen in many programs. Participants will be asked to use Think-Pair-Share strategies to discuss the strengths and weaknesses of each of the five planning considerations. Participants will leave the presentation with access to resource sets and self-paced coursework. Participants are free to share access information on their own campuses and use/adapt materials in their institutions.

[The Faculty View of Technology-Enabled Education: A National Survey](#)

Doug Lederman (Inside Higher Ed, US)

Jeff Seaman (Babson Survey Research Group, US)

Abstract:

Professors Hate Technology. Don't They? Inside Higher Ed and BSRG inject data into the debate over technology-enabled education; first national survey of faculty views.

A common meme is that "the faculty" act as an impediment to innovation and progress in implementing online education and technology-infused instruction in higher education. Nearly every campus's faculty ranks includes highly visible critics of technology and distance education, but do they represent the faculty as a whole? Inside Higher Ed and the Babson Survey Research Group set out to find out. Their first-ever Study of Attitudes on Technology-Enabled Education surveyed a representative national sample of faculty members (and a parallel group of campus technology administrators) on their views of and experiences with technology and distance

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education. Among the topics: professors' views on the quality and rigor of digital scholarship, online (as opposed to classroom-based) learning, the adequacy of training in new forms of instruction, and the impact of digital communication on work-life balance. The survey's results will inject real data into the often myth-based rhetoric about the pros and cons of technology-enabled learning and the digital era of higher education. The goal is to give college faculty members a national context for their own views and provide administrators with a clearer understanding of how professors on their own campuses may look at technology issues facing their institutions. In this session, journalists from Inside Higher Ed and researchers from the Babson Survey Research Group will present and discuss the survey's results, along with other experts on instructional technology. ended Abstract:

[eTextbook Myths and Challenges](#)

Roger Von Holzen (Northwest Missouri State University, US)

Abstract:

This session will cover a wide range of issues related to eTextbooks to help move past the fog of myths that have enveloped this topic.

Extended Abstract:

The cost of textbooks is a growing concern, with the typical college student spending up to \$1,000 per year. In order to save students money there has been much discussion across the academy focused on the development by faculty of open source eTextbooks as a means to move beyond the financial issues associated with publisher-develop resources. This discussion, unfortunately, fails to adequately take into account the wide range of significant issues related to the development and deployment of open source eTextbooks. Some of the key issues that are often inadequately considered include faculty time, online resources, universal design/accessibility, copyright clearance, faculty governance and academic freedom, development costs, hardware platforms and customization needs. This session will cover this wide range of issues in order to provide participants with the opportunity to advance a greater knowledge-based view of the challenges associated with open source eTextbooks and to help develop a realistic/functional approach to this subject. For over 12 years I have been the director of Northwest Missouri State University's faculty development office, with the primary focus of the development and deployment of online, blended and web-enhance course sites. To enhance this move toward web-based and electronic resources, in the fall of 2008, Northwest undertook a pilot study with 200 students to test the feasibility of moving toward an eTextbook-based academic environment. The pilot focused on utilizing an eReader platform device in order to deliver the electronic content. Within weeks of the start of the pilot it became extremely clear that eReaders would not work as a delivery platform. This initial pilot study was followed up with an expanded pilot involving 500 students to test the feasibility of delivering electronic resources and textbook content via the students' notebook computers, which are provide to every full time student at Northwest. Though the functionality of the notebook computers far outpaced that of the eReader platform, student reaction over time to the need to use their computers to access their textbook resources developed significant resistance. Since that time, the use of eTextbooks has declined to the minimal use by only one online instructor. Since the time of those two pilot studies, I have taken on the additional duty

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as director of Northwest's textbook rental program. Currently, Northwest charges undergraduates a \$6 per credit hour textbook rental fee, which typically results in students paying approximately \$180 per year for their textbooks. Because of the affordable nature of its textbook rental program, Northwest is not able to financially accommodate the pricing model that is typically put forward by the publishers for the eTextbooks. Even an 80% discount on a \$100 eTextbook would be beyond the \$18 we collect in rental fees. Given the financial limitations available to Northwest, the feasibility of promoting the development by campus faculty of open source eTextbooks has been analyzed in depth. As part of that analysis, a wide range of key issues had to be considered. These issues included faculty time, online resources, universal design/accessibility, copyright clearance, faculty governance and academic freedom, development costs, hardware platforms and customization needs. The resulting analysis led to a more functional approach to the promotion of the development and deployment of eTextbooks on the Northwest campus. The focus of this session will be on providing the participants with the opportunity to look at these important issues in depth and to advance their understanding of the challenges associated with open source eTextbooks and why this approach is more mythical in nature than functional in reality. The impact of the knowledge gained by the experiences Northwest Missouri State University has obtained through its efforts in the realm of eTextbooks has been the development of a more realistic and functional approach in supporting faculty efforts to develop and deploy electronic resources and eTextbooks. A thorough understanding of all of the critical issues related to open source eTextbooks are now clarified upfront and integrated in any effort to move forward. A survey of the eTextbook environment across the wide range of the field of education clearly shows that Northwest's experiences have paralleled those of other pioneers in this realm. The greater impact, though, will be on the development of a more realistic/functional approach across the academy to the process of developing and delivering open source resources and eTextbooks.

[Faculty in Focus: Library and Learning Center Multi-Media Online Outreach](#)

Emily OConnor (Rasmussen College, US)

BethMarie Gooding (Rasmussen College, US)

Jennifer Stoker (Rasmussen College, US)

Erin Lasley (Rasmussen College, US)

Abstract:

Libraries and Learning Centers have a vital role in faculty development. Discover how our team provides development resources through webinars, newsletters and online guides.

Extended Abstract:

All faculty members are an integral part of our community of learners. They are the main touch-point students have for identifying and determining information students need to be successful. The American Library Association indicates, "Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies," which supports our collaboration initiative. Faculty must have a clear understanding of the information needs of their students while integrating and building course content. Providing faculty with the tools to better utilize library and learning center resources through effective instructor training will positively impact the quality of learner outcomes (Pierce, 2009). In following the guiding

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principles set forth by The College Reading and Learning Association (2012), the Rasmussen College Learning Centers strive to "Support best practices that promote innovative learning environments (para 1)." To ensure faculty's continuous growth, awareness of new resources and services along with scholarly support, we have developed a number of online, faculty-focused resources: - As a college with over twenty campuses in five states and a large online faculty population, we sought to engage our academic community with multiple live webinars. These occur throughout each quarter with topics ranging from use of our online tutoring platform, supporting at-risk students as well as collaborating with the library and learning center team. - The learning centers have paired with faculty on campus and online to provide resources via our online tutoring platform. Tutoring efforts have been successful in providing additional support in course-specific areas. We have created bi-quarterly newsletters to promote, inform and market our system-wide resources for faculty. - In addition, we have developed a customized online academic guide, which was piloted for our faculty to promote resource access, professional development, and seamless course content enhancement. As McCaffrey, Parscal, and Riedel in *The Faculty-Library Connection: An Online Workshop* states, "With the proliferation of distance education programs, it is essential to consider methods to reach faculty that are often themselves at a distance" (2006) What participants will learn: - Implementation of a faculty-focused webinar series in a virtual environment - Creation of marketing techniques including shared calendar, use of Facebook - Application of online guides to create a "one-stop-shop" for faculty resources such as archives of webinars, online calendars, and, newsletter publications found at <http://guides.rasmussen.edu/faculty>. Who will benefit: - Instructors seeking to gain tools to enhance their impact on student learning - Librarians and learning center professionals looking to collaborate on developing enriched content for their faculty How we will engage audience: - By using Prezi to deliver the presentation and guide the audience through aspects of the resources - Through the facilitation of open dialogue including a question and answer session. List of Materials: (Handouts, links, etc.) - Use of an online calendar to plan series topics, dates, and presenters across over 20 campuses nationwide. - Webinar series guides, newsletters, marketing materials, and video links with sample scripts for social media promotion.

[Welcome to the Dark Side: Working with Faculty to Develop Curated Content for Online Delivery](#)

Mamta Saxena (Southern New Hampshire University, US)

Michelle Hill (Southern New Hampshire University, US)

Linda Ruest (Southern New Hampshire University, US)

Abstract:

How does an institution create an online course model that scales for growth while collaborating effectively with faculty?

Extended Abstract:

Description: In this session, SNHU Instructional Designers will identify a strategic approach to instructional design that will guide you in developing an effective course model. By positioning an instructor to incorporate their passion and direction in the course, participants will be able to develop a foundational model which will reduce friction over curated content and reinforce

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the benefits of an online course model to faculty. Statement of the problem or issue: Traditional faculty can be resistant to online learning, despite huge advances in the field and a dramatic shift in the marketplace. They tend to be even more resistant to using what they consider "canned" courses. How do you reframe the opportunity to position all involved for success? Description of activity, project, or solution: This workshop briefly examines our need to develop quality online courses that can scale for program growth. We will focus on our methodology that resulted in a curated content course model that stands ready to incorporate the individual instructor's passion and direction as well as optimizes instructor-student engagement. We will examine the essential shifts in environment and processes that led to this successful model. This session will examine three key factors that emerged during the development and evolution of that course model: expertise, motivation and culture:

- Culture change -The institution ensured faculty voice while implementing a business model with an entrepreneurial structure. This structure was essential in providing resources while preventing online initiatives from stalling. The institution continues to improve upon that structure by the addition of online program Associate Deans that provide academic oversight over the various disciplines.
- Evolution of the design model - It is essential to continue to evolve the design model while buffering the pain of new updates. A highly engaged collaborative team has been essential in maintaining momentum in this initiative. This has been accomplished by expansion of the Instructional Design team which has engendered approach changes and ID team culture shifts in the context of redefined roles, expertise, and motivation.
- ID Beliefs: Passion speaks to passion. Online education provides significant opportunity for a motivated student to transform their lives. Both Instructional Designer and Faculty member are key in developing the vehicle (online course content, deployment and instruction) that can effect this transformation. Individual Instructional Designer personal practical theories are essential in the context of relationship dynamics between designers and faculty.

Impact: These efforts have allowed Southern New Hampshire University to successfully scale from 1 course to an unlimited number of consistent sections. The current high quality course model is designed to leverage learning outcomes across course sections by identifying key assessments and making the implicit explicit. This positions the instructor for focusing on student engagement and facilitating content that still leaves significant room for individual faculty passion and direction. The Instructional Design-Faculty relationship also provides a bridge through which the course is improved by incorporating the instructor's perspective and experiences engaging students through that course to improve content and activity deployment in subsequent revisions to the master version of the course. Importance or relevance to other institutions: This presentation will focus on the importance of identifying goals compatible with your own institutional strategy and developing processes native to your institutions' strengths in achieving those goals as well as exploring a methodology for addressing future challenges. Session interaction: This session will involve brainstorming and process mapping. How will you apply this to your own campus? What tools, devices artifacts do you have currently to define approach/roles. What tools do you need based upon your own institution course model. Are they scalable? Session outcomes: Develop a process for examining your own course model and tools that will compliment defining roles within the context of that model.

- Utilize process (worksheet) for examining your current course model
- Assess the existing tools used to develop content for that course model (utilize worksheet)
- Identify performance gaps and propose new

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tools/artifacts that will assist in defining roles within the context of your course model and institution specific artifacts.

[A Pill Wrapped in Cheese: 10 Secrets of an Effective and Appetizing Faculty Development Program](#)

Daniel Stanford (DePaul University, US)

Abstract:

Since 2008, the DePaul Online Teaching Series has been turning skeptical faculty into online-learning evangelists. We'll share lessons based on feedback from nearly 250 faculty.

Extended Abstract:

Who Should Attend: -Instructional Designers -Online Learning Administrators -Faculty Development Coordinators

Introduction Building a faculty-development program that faculty actually want to complete is rarely easy. Most instructors are overextended, and as a result, they present many of the same challenges as traditional-age students. These challenges include getting them to arrive on time and attend all face-to-face meetings, complete assigned readings and activities, read emails and instructions thoroughly, participate in group work, and embrace (or at least accept) the course agenda. The DePaul Online Teaching Series (DOTS) began in 2008 as the cornerstone of an effort to improve online-course quality and help faculty make the transition from face-to-face to online teaching. The program is structured as a hybrid course made up of six modules. Faculty complete certain readings, discussions, and assignments online and attend one face-to-face workshop per module. Each workshop includes a blend of guest presentations, group work, and hands-on activities. Approval ratings for DOTS have fluctuated over time, particularly during its first year. However, thanks to rapid iteration based on faculty feedback collected from each cohort, over 90 percent of participants now rate the program as "extremely useful" or "very useful" in preparing them to teach online courses. This session will focus on the key challenges encountered since the program's inception and present a series of practical solutions that have helped the DOTS team overcome these issues.

Approach To ensure continuous improvement, faculty complete brief surveys at the end of each DOTS module and complete a more comprehensive survey at the end of the program. To date, the DOTS team has collected feedback from nearly 250 participants across 14 distinct cohorts. Feedback from each module survey is used to tailor upcoming online and face-to-face agendas, while feedback from the final, comprehensive survey is used to determine if any significant changes are needed for the next cohort. Because cohorts are typically spaced several months apart, there is ample time for major revisions between each cohort.

Results By embracing an iterative process of feedback, analysis, and revision, the DOTS team has been able to identify and resolve many of participants' key concerns. These changes have improved overall satisfaction ratings without compromising the effectiveness of the program. (Evidence of program effectiveness is shown through the consistently high scores DOTS graduates continue to receive when DePaul's Quality Matters-certified reviewers evaluate their courses.)

The following list includes examples of the specific challenges and solutions that will be addressed during the session. Each challenge and solution will be presented with ample time for discussion and questions from the audience. A portion of the presentation will also be reserved for attendees to share their own faculty-development challenges and discuss possible solutions with the presenter and other attendees.

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Challenge: When cohorts were grouped by discipline, departmental politics arose during workshops, and there was a lack of openness to new ideas. However, when cohorts were completely mixed, some participants felt isolated without at least one peer who could relate to the unique challenges of their disciplines. Solution: The enrollment process was revised so that each cohort now includes a mix of multiple faculty from different disciplines. This allows faculty to gain insight from peers in their own department and beyond. Challenge: Many faculty expected to spend each workshop building elements for their courses and expressed frustration with presentations and assignments that dealt with online pedagogy and course planning. Solution: Face-to-face workshop agendas are now more varied and engaging through a combination of guest speakers, group discussions, and hands-on activities. Participants leave every meeting with a sense of accomplishment by ending with a practical, course-building task. Challenge: Hands-on training sessions were inefficient due to the wide variety of tech literacy levels among participants. Solution: Each technical training now begins with a brief demonstration followed by 45 minutes of self-paced practice time. Support staff are present to provide one-on-one guidance at a maximum ratio of one staff member for every six participants. Challenge: Faculty were concerned about time demands of online teaching, possible academic integrity violations, and a potential lack of learner engagement. Staff attempts to address these concerns were perceived as dismissive or lacking credibility. Solution: Faculty who have completed DOTS and taught online now return as guest speakers at multiple points during the program. These speakers work with staff in advance to ensure their presentations will address common faculty questions. As a result, participants have consistently given alumni guest speakers high marks for addressing their concerns. In addition, online students are invited to a discussion panel to provide a student perspective on these issues. What Participants Will Receive Participants will be given access to the presentation PowerPoint file and a printed handout with all of the challenges and solutions addressed during the presentation.

[Building an Online Professional Development Workshop That Embodies the Institution's Core Values](#)

Megan Mullen (University of Wisconsin-Parkside, US)

James Robinson (University of Wisconsin-Parkside, US)

Abstract:

We will share experiences and strategies from developing and implementing an online professional development workshop that embodies our institution's range of student success efforts.

Extended Abstract:

Summary The proposed session will detail the origins, implementation, and continuation of a four-week online course development workshop with attributes we believe address concerns—both perceived and real—with the quality of online instruction in higher education. What we offer at University of Wisconsin-Parkside has not been free of challenges, as we will discuss. However what we have developed is exemplary in the collaboration it embodies and the ways it integrates our institution's core values and student success initiatives as central to online content development. Institutional Context University of Wisconsin-Parkside is a four-year

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public university with primarily undergraduate students and programs. The campus is located in a relatively urban area between Milwaukee and Chicago. • Over 90% of students are either from Wisconsin or the greater Chicago area (commuting distance from campus). • Current enrollment is just under 5,000, about 97% undergraduate. • Most students are commuters, with approximately 10% living on campus. • Approximately 25% of students are over 25 and many younger students have "non-traditional" life circumstances. • Approximately 25% of students represent minority ethnic populations. • Over half (55.5%) of new freshmen in 2010 were first-generation college students. • A high percentage of students face serious economic challenges. • Average ACT composite score for incoming first-year students for fall 2010 was 20.8. • 53.7% of incoming freshmen needed math remediation and 32.3% needed English remediation. (University of Wisconsin-System Office of Policy Analysis and Research) Clearly our institution has challenges and opportunities when it comes to online courses and programs. Where online offerings might boost enrollments, retention, and revenue, this must be done carefully and conscientiously. Not all students with personal need or desire to learn online necessarily have the time-management skills or academic preparation to succeed in this environment without certain types of instructor and institutional support. Our session will focus on these sorts of concerns. Guiding Philosophy Successful online teaching and learning cannot exist apart from the mission, programs, and culture of the larger institution. It must be mindful of the characteristics and needs of the students being served, as well as existing programs meant to address these. Instructors in the workshop are understood as partners in co-constructing strategies to meet the needs of UW-Parkside students specifically as online learners. Each department or program on campus holds its own set of shared practices, and individual instructors bring to bear the knowledge and experience of multiple foregoing initiatives, workshops, and other professional development experiences. Origins of the summer workshop In fall of 2009, Jim Robinson and Megan Mullen were appointed by the Chancellor to form and co-chair a task force to investigate the needs and possibilities for further developing online courses and programs at UW-Parkside (a few isolated programs already existed on campus at that point). After a year's study, a major recommendation of the task force was developing and implementing professional development opportunities for instructors. Jim and Megan were charged with creating a summer workshop, beginning that year. We learned a great deal from the first year's participants, who represented mostly people we already knew quite well from other campus teaching and learning initiatives. What we had not fully anticipated was the synergy that would be generated through the collective knowledge and experience of the coordinators and participants. Where we had approached the workshop feeling confident in using design and assessment principles such as "backward design" (Wiggins & McTighe, 1998) and "alignment" (Quality Matters) to guide the workshop's trajectory, our participants brought even more knowledge and understanding of these—along with experience in other aspects of the scholarship of teaching and learning. Collaborative Instruction Workshop coordinators At present three individuals coordinate and run the workshop, representing an ideal collaborative mix. Jim, as director of the Teaching & Learning Center, brings awareness and competence in current teaching strategies broadly, those specific to the needs of our campus, those being tried on our campus, and those we have access to through UW-System. Megan, a practicing teacher and scholar of media technologies, brings theory and practice together. She has been both an online student and an online instructor. Jim and Megan oversee

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the pedagogical portion of the workshop. The third participant, Pat Eaton, is the campus expert on the Desire to Learn (D2L) learning management system and other learning technologies. She helps participants realize their desired course learning outcomes through available technologies. Complementing the instructional portion of the workshop, she helps participants to select appropriate and innovative technology solutions. The three of us have been collaborating on various projects for over a decade. Additionally, we all have received formal training in QM assessment, and apply those skills in midway and final evaluations of the online courses being developed. External mentors Workshop participants also are paired with experienced online instructors in disciplines similar to their own at other schools. Mentors provide advice throughout the workshop as well as final written evaluations. Campus experts Among the guests invited to the workshop are the Assistant Vice Chancellor for Institutional Effectiveness, who covers assessment at a broad level as well as alignment of individual courses with the institution's mission and shared learning goals. And one or more professional librarians speak about electronic information resources—both what is available for use with courses and how to navigate issues of copyright. Past participants and students With summer 2012 being our third summer workshop, we now invite past participants to share their experiences. And for the first time, in 2012, we are bringing together a panel of students to discuss their experiences learning online. Session Overview • Discussion of our institutional mandate and goals • Discussion of workshop development processes and discoveries • Discussion of course assessment and revision process • Sharing of data from participant surveys • Exemplary innovations—as portrayed in screen captures and video- recorded short interviews with workshop participants • Workshop option: should the allotted time for the session permit, attendees will have the opportunity to both share their own online professional development innovations and gather advice on how their own institutions might develop workshops through processes similar to those we've presented.

[Top Ten Aspects \(And Lessons Learned\) of a Successful Online Faculty Training Program](#)

Jennifer Lewis (Madison Area Technical College, US)

Tina Rettler-Pagel (Madison Area Technical College, US)

Martha Schwer (Madison Area Technical College, US)

Abstract:

This session will share data, lessons, learned, and strategies for success for an online instructor training course offered at Madison College.

Extended Abstract:

Preparing to Teach Online (PTTO) is a training course offered for online faculty at Madison College. It began in 2009 through a call from both college leadership and faculty who saw a need for formal training for online instructors at the college. The goal of the course is to provide training in online pedagogy, including instructional design, assessment planning, and online syllabus development. To date, 116 full and part time faculty have completed the PTTO training. Formal and informal measures have been used to determine the effectiveness of the training. The presentation will share the results of a summer 2012 faculty survey, as well as anecdotal and student course evaluation data. Preliminary data show that instructors who have successfully completed PTTO are more prepared for the online classroom. Instructors with

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previous online experience, who are often hesitant to take a "preparing" course, give positive feedback upon completion of the course. Faculty have remarked that the entire course, from the basic principles learned to the technology tools used, all help in creating new online courses and updating preexisting online courses. Additionally, the survey documented that many of the online faculty have indicated a desire to continue the learning process beyond the PTTO course. Based on these findings, the college will continue to offer the PTTO course, but is expanding options by developing an Online Teaching Seminar. The goal of the Seminar course is to encourage faculty to continue their online training, as well as engage in peer sharing and review. In addition to sharing the survey data, the session presentation will also focus on lessons learned and strategies for success for any college seeking to implement their own training.

[How Do Online Faculty Meet Institutional Requirements From Afar? Exploring the Faculty-Institution Relationship](#)

William Solomonson (Oakland University, US)

Catheryn Cheal (Oakland University, US)

Abstract:

A new challenge faced by full-time virtual (non-commuting) faculty is fully meeting their institutional requirements of teaching, scholarship, and service.

Extended Abstract:

Content and Problem Approach

Today's higher education landscape is rapidly changing. The ubiquity of technology and connectivity has led over the past two decades to the explosion of online learning. A key part of this landscape is the relationship between tenured online (non-commuting) faculty and their institution. If tenured faculty are teaching online and live several states away from their institution, how will they fulfill their research and service requirements? This situation will become more and more common as full-time faculty transition to teaching completely online. This is a new problem, and is need of policies from universities. In this interactive presentation, the presenters will focus on the issues that affect faculty tenure in online higher education, the on-going institutional requirements of teaching, scholarship, and service, as well as the relationship of full-time online faculty to their institutions.

How the Audience Will Be Engaged

The key focus of the presentation is the changing role of online faculty and the challenges of that change. Specifically, it explores the unique challenges of online faculty as they try to meet their institutional requirements for scholarship and service in a context (online) very different from the one in which it was designed (traditional/classroom). Throughout the presentation, participants will be actively engaged through solicitation of personal stories, feedback, and alternative views to support a social learning environment.

Estimated Time Speaker Topic Format/Method 3 minutes

Solomonson Introduction Lecture / Prezi 5 minutes

Cheal Framing the Discussion 7 minutes

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Solomonson Requirements of Full-time Faculty Lecture / Prezi 7 minutes Solomonson

Challenges of Online Faculty in Service and Research Lecture / Prezi 8 minutes

Cheal/Solomonson Implications to Online Faculty Discussion 10 minutes

Cheal/Solomonson Q & A Discussion

Who Will Benefit From This Session

The following participants will benefit from attending this presentation:

- Faculty
- Administrators and Support Staff
- Institutional Leaders
- Online Course Designers Learning Objectives

At the conclusion of this presentation, participants will be able to:

- Discuss the current landscape of online faculty and institutional policies
- Describe the challenges that face higher education institutions in terms of full-time online faculty meeting their requirements of teaching, scholarship, and service
- Relate the implications of a lack of University policies in terms of online faculty Materials The content will be delivered using Prezi as a visual aid to the presenter's discussions.

Handouts will be distributed to participants at the conclusion of the presentation that will incorporate slides from the presentation.

Summary

This presentation is unique and valuable in that it addresses many of the important questions that face higher educational institutions today in terms of transitioning to online learning. Specifically, it assists faculty and administrators to frame these challenges by discussing the common requirements of full-time faculty, implications for institutional policy, and the challenges faced by faculty in meeting their requirements. Oakland University will be briefly illustrated as an example of an institution navigating this transition.

[Engaged Learning in Online Courses](#)

Beth Dietz-Uhler (Miami University, US)

Abstract:

I will share the process of course re-design, provide examples of activities created for the course, and provide data on the effectiveness of this redesign.

Extended Abstract:

In recent years, there has been an increasing focus on student engagement (e.g., Pike & Kuh, 2009; Porter, 2009). Student engagement occurs when "students make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives" (Newmann, 1992). To redesign an online social psychology course to be more engaging, I employed a number of different strategies and pedagogies. First, so that students would be more engaged with the material over the course of the week, there were multiple due dates, spread over time, for module assignments. Second, I

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created mini-projects for each module that required students to apply material from the module content. For example, one project asks students to write a description of themselves and then to ask a close friend to write a description of them as well. The student was then asked to submit both descriptions to Wordle and to provide an analysis. Third, students were required to engage with other students in a discussion forum, which had multiple due dates over the course of the week. Finally, the course included rich, interactive activities and videos that were designed to engage students with the material. In this presentation, I will share the process of course re-design, provide examples of the activities created for the course, and provide some data on the effectiveness of this redesign. Newmann, F. (1992). Student Engagement and Achievement in American Secondary Schools. Teachers College Press, 2-3. Pike, G. R. and Kuh, G. D. (2009). A Typology of Student Engagement for American Colleges and Universities, *Research in Higher Education*, 46(2), 185-209. Porter, S. (2009). Institutional structures and student engagement. *Research in Higher Education*, 47(5), 521-558.

[Identifying Discrepancies Between Expertise and Expert Status in Academic Virtual Communities of Practice](#)

Beate Baltes (Walden University, US)

George Smeaton (Walden University, US)

Abstract:

To mimic collegial relationships, an online university facilitates the interaction of faculty and the relationship they develop with each other in virtual Communities of Practice.

Extended Abstract:

Melissa Venable (OnlineCollege[dot]org, US)

Abstract:

Managing multiple social networking accounts as an educator with personal and professional communication in mind.

Extended Abstract:

To mimic the collegial relationships common in brick-and-mortar universities, an online university facilitates the interaction of faculty and the relationship they develop with each other in virtual Communities of Practice (vCoP). One of the unique features of vCoP is that not all participants have to be actively contributing but nevertheless, all participants can benefit from the accumulated knowledge and experience. As long as there are some active participants, vCoP are not only a place for teaching and learning but also a place for knowledge construction, negotiation, and expansion among the participants. This study is based on the quantitative causal model of academic communities where participation mediates the influence of expertise on expert status as well as the Unified Theory of Acceptance and Use of Technology where participation in online learning environments is influenced by the technology use intention and the facilitating conditions. The former is further determined by the performance expectancy, effort expectancy, and social influence. This particular study combines the two models to investigate if there is a discrepancy between expertise and expert status due to a technology acceptance deficit, meaning that low performance and effort expectancy or social influence, as well as poor facilitating conditions may lead to low intention

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to use the educational technology and in turn, to low participation in the vCoP. The goal of the study is to identify the magnitude and bases of such discrepancies so as to facilitate formulation of means of minimizing them. This study investigates potential correlations between knowledge descriptors (participants' perceptions of their domain knowledge and interest as well as the critical thinking index) and their expert identity determined through a Social Network Analysis. Further knowledge of the actual interactions and content knowledge presented in the vCoP will foster positive social change by facilitating the formation of bottom-up social structures that allow members to share their experiences, expertise, resources, and best practices without unduly dismissing actual expertise or giving credence to novice contributions. The study is positioned at the intersection of the quantitative causal model of academic communities (Nistor & August, 2010; Nistor & Schustek, 2011) where participation mediates the influence of expertise on expert status as well as the Unified Theory of Acceptance and Use of Technology (Venkatesh, Morris, Davis, & Davis, 2003) where participation in online learning environments is influenced by the technology use intention and the facilitating conditions. The former is further determined by the performance expectancy, effort expectancy, and social influence. The goal of the study is to answer the following research questions: RQ1: Does the participation in vCoP mediate the influence of expertise on expert status? RQ2: Do the acceptance factors (technology use intention, performance expectancy, effort expectancy, social influence, facilitating conditions) predict the intensity of participation in the vCoP? In order to provide empirical evidence for the combined research model, a correlation study with longitudinal data from three measure points is currently being conducted. The study participants are approximately 500 faculty of an American Online University. The independent variables are domain knowledge, time in the CoP, performance expectancy, effort expectancy, social influence, and facilitating conditions. The dependent variables will be technology use intention, participation, and expert status. The data is being collected primarily through questionnaire and survey instruments. All the acceptance predictors (performance expectancy, effort expectancy, social influence, and facilitating conditions), as well as the technology use intention are measured using the UTAUT questionnaire by Venkatesh et al. (2003). The self-evaluated domain knowledge and the time in the CoP is self-reported. The critical thinking assessment framework by Weltzer-Ward et al. (2009) is used to determine the domain knowledge. Data is generated through an analysis of the eCampus discussions. Participation is operationalized through the number of messages posted to the discussion forums by the vCoP participants. The expert status will result as centrality degree from the social network analysis within the vCoP (Borgatti et al., 2009; Cross et al., 2001; Nistor & August, 2010; Nistor & Schustek, 2011).

[Online Identity Crisis of the Modern Educator: Managing Multiple Social Networking Accounts](#)

Melissa Venable (OnlineCollege[dot]org, US)

Abstract:

Managing multiple social networking accounts as an educator with personal and professional communication in mind.

Extended Abstract:

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Social networking sites are making it easier than ever for online instructors to connect with both peers and students online, but not all platforms and accounts are ideal for this kind of interaction. Educators may encounter questions and concerns about how to proceed with both personal and professional communication via social media. The desire for some level of privacy must be balanced with the growing need for the development of a professional digital identity. Separating communication with friends and family from that with colleagues and students can be challenging (Young, 2011). As an online instructor and education blogger, the presenter has faced many decisions related to public-facing social media and tried several approaches to managing multiple social networking accounts, including LinkedIn, Twitter, Facebook, Google+, and other online community memberships. She will provide her reflections on two different approaches to social media: (1) accounts presenting personal or professional information only - including maintaining two separate accounts, one personal and one professional, in the same system, and (2) accounts that present a mix of personal and professional information. The advantages and disadvantages of each approach will be outlined along with additional examples from other educators. An organized and purposeful approach is recommended in which the educator makes strategic plans and decisions for the use of a particular account or platform before engaging with peers and students. Considerations in this planning include: audience - who you networking with; message - what you have to say and share; and content - topics, types of materials, and tone or "tweeting style" (Mollett, Moran, & Dunleavy, 2011). The objectives of this presentation include: (a) compare different approaches to the management of social media accounts, (b) provide a checklist of considerations to prepare for social media engagement, (c) present resources and examples of social networking for educational purposes, and (d) provide practical advice for participating in social networking systems. Session attendees will be asked to share their concerns, experiences, and recommendations as they relate to managing multiple social networking accounts. Attendees will also be encouraged to participate in session and conference backchannel communication through the use of Twitter and designated hashtags. References: Mollett, A., Moran, D., & Dunleavy, P. (2011). Using Twitter in university research, teaching and impact activities: A guide for academics and researchers. London School of Economics Public Policy Group. Retrieved from <http://blogs.lse.ac.uk/impactofsocialsciences/2011/09/29/twitter-guide/> Young, J.R. (2011, June 19). Academics and colleges split their personalities for social media. The Chronicle of Higher Education. Retrieved from <http://chronicle.com/article/AcademicsColleges-Split/127936/>

Taking Stock: Assessing the Effectiveness of a Community of Practice

Laurel Newman (University of Illinois, US)

Abstract:

Results of a survey designed to evaluate the importance and progress towards meeting organizational goals of a community of practice for e-learning will be presented.

Extended Abstract:

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Our presentation describes the process undertaken to strengthen and improve the impact and effectiveness of a community of practice for e-learning as it concludes its 5th year of existence. In the Fall of 2006, 2 faculty members, each charged with leading a relatively large online degree program within their respective disciplines, met to consider establishing a community of practice where faculty and staff could meet periodically to share knowledge and experience about teaching online, blended and technologically enhanced programs. Joining them at the meeting, were the director and associate director for the Office of Technology and Enhanced Learning (OTEL), the unit responsible for providing support to faculty involved in online and blended learning. At that meeting, a general approach to forming the COP using Wenger's work about COPs in business organizations was agreed upon. Wenger describes COPS as groups of people who share a concern, a set of problems or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. (Wenger, McDermott & Snyder, 2002.) In higher education, COPS have been referred to as groups that make public private acts of teaching (Blanton & Stylianou, 2009.) At that meeting, it was also decided that support and involvement for the COP would be sought before specific plans were further detailed. Emails were sent to the Provost and the leader of faculty senate. Follow-up conversations explaining the desire and purpose for forming a COP focused on e-learning were greeted with strong support from both parties and the founder group decided to move forward. The first step forward was to recruit a steering committee that would provide leadership in directing the COP and help to define its scope and domain. Faculty leaders in online and blended teaching were recruited from each of the colleges on campus. Each member of the steering committee was selected because they were respected and, in several cases, viewed as thought leaders by peers in their colleges. Another individual, one of the online program coordinators actively involved in providing student support, was also recruited to the committee. At the initial meeting, steering committee members spent time identifying the domain and specific goals for the COP. A name, COPE-L (Community of Practice for E-Learning) was also agreed upon. The specified domains or areas of interest included pedagogy, scholarship, emerging technologies and student outreach and support specifically for online, blended and technologically enhanced courses. The goals for COPE-L were: 1. To share knowledge and best practices related to e-learning 2. To develop informal networks and mutually helpful relationships among community members. 3. To identify problems and seek solutions to problems shared by community members. 4. To provide opportunities to explore and innovate in the area of e-learning. 5. To reduce the learning curve for faculty new to online teaching. During each of the past 5 years, COPE-L has met on a periodic basis to discuss topics of mutual interest such as emerging web 2.0 tools, portfolio tools and approaches to assessment, methods to improve information literacy, the creation of community within online classes, managing instructor workload, and enhancing quality in online courses. Guest speakers as well as those from within the university were invited to lead sessions. Each session, however, emphasized high interactivity with attendees and discussions and debates have been quite enthusiastic at times. For the past 4 years, COPE-L has also hosted a day long retreat for online program chairs and faculty at an off-site location. Attendance has varied with the topic and the time of year, sometimes there are as few as 20 in attendance, other times attendance has been as many as 50. A website was developed early on to support the COPE-L group. The website includes a variety of resources related to online teaching and learning, news about upcoming

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events and archives of previous sessions. Despite some success with the formation of COPE-L, there was a sense among leaders that there remained plenty of potential for improvement. One of the difficulties in building a COP in a university setting is that faculty often feel more deeply connected to their professional identities rooted in their discipline than they do to the practice of teaching that discipline (Blanton & Stylianou, 2009.) We decided to embark on a self-assessment process to see how well COPE-L was meeting its established goals, whether the goals established remained relevant and to see if improvements to COPE-Ls practices could be identified and implemented. Our presentation will discuss the results of a survey of faculty who taught an online or blended class at least once during the past two academic years. Past participation in COPE-L as well as perceptions about the success of COPE-L in achieving its stated goals (noted earlier) will be described. In addition, the relevance or importance to online faculty of COPE-L's stated goals will also be explored. Recommendations for improvements and plans for implementation will also be provided. References Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice*. Cambridge: Harvard Business School Press. Blanton, M. L., & Stylianou, D. A. (2009). Interpreting a community of practice perspective in discipline specific professional development in higher education. *Innovative Higher Education*, 34, 79-92.

[Learning From Our Students: Using Student-Generated Data to Inform Faculty Development for Online Learning](#)

Li Feng (Simmons College, US)

Abstract:

Learn how to use student-generated data to craft online faculty development programming and achieve faculty buy-in

Extended Abstract:

Introduction In the next two years, Simmons College plans to move from its current piecemeal approach to online learning to the development of online versions of all its graduate and professional programs. A central concern of both faculty and administrators is that the character and quality of the face-to-face classes is maintained in the online arena. In particular, Simmons College prides itself on its student-centered, "high touch" approach to classroom teaching. To prepare faculty for an institutional move into the online arena, instructional designers in the department of Academic Technology have planned a comprehensive system of faculty support for both the design and facilitation of online courses that is informed by student perceptions of online learning. Methods To inform an approach to faculty development, data were gathered via an online survey, student focus group, and targeted interviews in Spring 2011. Every Simmons student (current and recent alumni) who has taken at least one online

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course at Simmons College was invited to participate in an online survey and an in-person focus group. Survey questions asked students to describe their expectations regarding online learning and whether their online course(s) met those expectations. Participants were also asked to describe the aspects of the online class(es) that contributed to, or hindered, their success and satisfaction as online learners. The results of the survey (n=154) informed the focus group questions and the targeted interviews. Results The results of the initial survey and focus groups indicate that students felt that instructor presence was the most significant positive factor in determining their success. The lack of peer engagement and community was the most significant negative factor in determining their success. Students also indicated that time management presents a significant challenge for online learning and multi-media content delivery (though not via recorded lecture) enhances their learning experience. Discussion The results reinforce much of the literature on student success in online learning, though the emphasis on several specific items is of note. The focus group questions allow for the exploration of survey comments regarding faculty presence and peer engagement. Most significantly, Simmons students noted that they felt disconnected from both the faculty member and their classmates. When a course included community-building elements, including short video introductions, Skype conversations, and small-group work, the students felt much more engaged in the learning process. An emphasis on faculty engagement and community leads to a focus on faculty development that centers on community building and engaging the online learner. An in-person workshop series and corresponding online mini-course was developed to address the particular concerns of Simmons students. The rich dataset from this research informed the creation of a system of faculty development and helped achieve faculty buy-in. Conclusion Learning from our students helps instructional designers develop a set of best practices for teaching online that enhance the standard literature of online pedagogy. Participants will learn about our data collection strategy, including survey and focus group questions, and also hear how we leveraged those results to tailor a program of faculty development that focused on student retention and helped achieve faculty buy-in.

[Teaching Time Investment: Does Online Really Take More Time Than Face to Face?](#)

Rebecca Van de Vord (Washington State University, US)

Abstract:

This presentation will discuss results of a research study comparing time invested teaching online to face-to-face and stimulate discussion surrounding this issue

Extended Abstract:

This presentation will discuss results of a research study investigating the investment of time to teach online as compared to the face-to-face environment. The goals are two-fold. First, discuss how to best investigate this issue by looking at the strengths and weaknesses of the current study, prior research, and the changing environment. Second, this presentation should stimulate discussion surrounding teaching time issues in the online environment. How do we help instructors become more efficient and how do we communicate, accurately, the impact on work load to those contemplating teaching or departments, colleges, or schools considering moving into the online environment? Enrollment in online programs is growing considerably

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faster than in higher education overall, increasing demand for online courses. The perception that teaching online takes more time than teaching face-to-face creates concerns related to faculty workload and compensation. To date, the research does not provide a clear answer, with findings in both directions. These conflicting data may reflect the moving target that is online teaching. With technology becoming more intuitive, users more comfortable with online delivery and universities developing processes that increase efficiency, how is online teaching time impacted? More specifically, what aspects, if any, continue to be more time consuming? These are the research questions addressed in the current study. Results are based on time logs kept by four online instructors (eight classes) and six on-campus instructors (six classes) through six weeks of the semester. The goal was to provide data across a range of disciplines that would not be influenced by an individual instructor's habits or perceptions, thereby providing a more holistic view of teaching time demands than explored in prior research. The data suggest that the interaction time with students is greater in the face to face environment than online, when time in the physical classroom is included. Time evaluating student work, however, is more than three times greater in the online courses than the face to face courses. Identification of these differences can lead to the development of tools and strategies designed to increase the efficiency of teaching online.

[Developing a Technology Use Model for K-12 Teachers](#)

Ya-Chin Chuang (National Cheng Kung University, TW)

Abstract:

The study proposed a model to explain factors affecting K-12 teachers' technology use.

Extended Abstract:

1. Presentation Description and Goals This research presentation will include 25 minute oral presentation with slides and 5 minutes for Q&A with the audience. The presentation aims to propose a model to explain factors affecting K-12 teachers' technology use. It will contribute to both theoretical development of the field and practical teacher training. 2. About the Study 2.1 Context and Problems Technology plays an important role in teaching and learning (Ottenbreit-Leftwich, Glazewski, Newby & Ertmer, 2010). Nevertheless, only a small percentage of teachers use technology during teaching (ibid.), and studies on teachers' technology use are rare. Since teachers form a professional group with features differing from other professions (Gong, Xu & Yu, 2004), and given that almost no models explaining and describing technology use are tailored for teachers, the purpose of this study was to propose a model to explain factors affecting teachers' technology use. Technology Acceptance Model (TAM) proposed by Davis (1989) is a widely used model. It stated that users' behavior intention to use technology is determined by their attitudes toward technology, which are influenced by two beliefs: perceived usefulness (PU) and perceived ease of use (PEU). However, TAM was constructed within business setting and therefore might not be applicable to other contexts such as education (Wolski & Jackson, 1999). Furthermore, factors such as emotion and gender can also play a part. Kay (2007) indicated that emotion with which pre-service teachers experienced when learning had an impact on their technology use. Additionally, studies (e.g., Anderson, Lankshear, Timms, & Courtney, 2008) stated that men and women differed in their confidence in using technology. This suggests that the relation between PEU and attitude may be

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moderated by the variable of gender within TAM, a topic that remains unknown.

2.2 Method

The proposed model were tested by K-12 teachers who participated in six workshops (six hours each) on project based learning (PBL) curriculums design held in various regions of Taiwan. Of 196 participants, 57 were male and 139 were female. The mean age of participants was 35.4 years (SD=6.72). Participants were asked to fill out two parts of measurements. The first part, processed at the beginning of the workshops, included an ICT skill survey and PAD scale. The other part including items for PU, PEU, attitude and intention was carried out at the end of the workshops. Possible confounding effect of participants' ICT skills was controlled by using ANOVA before testing the proposed model.

2.3 Results

The overall result of goodness-of-fit test was acceptable. Moreover, the proposed model explained 39% variance in the construct of intention to use technology. Given that previous studies of TAM usually explained between 17% and 33% of variance in the intention (Chau & Hu 2001), the model proposed in this study successfully captured more explanation about K-12 teachers' technology use.

2.4 Discussion

Most results of the study correspond to previous studies (e.g., Hu, Al-Gahtani & Hu, 2010), except that pleasure was not apparently related with attitude, as suggested by studies conducted in other contexts rather than teaching (Kulviwat et al., 2007). Unlike consumers, K-12 teachers may consider aspects such as students' learning activities when deciding whether to use technology (Ottenbreit-Leftwich et al., 2010). That is, even though teachers feel technology is fun, they may not necessarily perceive that using technology is positive if the technology is not directly beneficial to their teaching. Another result contradicting hypothesis is that the more dominant K-12 teachers were toward technology, the lower positive attitude they had toward technology use. This might be because the feeling of dominance led to low motivation. Finally, this study found that gender played a role of moderator between PEU and attitude, which was contrary to Hu, Al-Gahtani and Hu's (2010) study conducted in the Middle East region. This might be due to different perception of environmental support for using technology between male and female in Taiwan.

2.5 Conclusion

The proposed model of the study successfully modified and improved TAM by integrating elements of emotion. It suggested that arousal as well as dominance had direct effects on attitude. Moreover, the moderation effect of gender and region on the relation between PEU and the attitude was also found.

References Anderson, N., Lankshear, C., Timms, C., & Courtney, L. (2008). 'Because it's boring, irrelevant and I don't like computers': Why high school girls avoid professionally-oriented ICT subjects. *Computers & Education*, 50(4), 1304-1318. Chau, P. Y. K. & Hu, P. J. H. (2002). Investigating healthcare professionals' decisions to accept telemedicine technology: An empirical test of competing theories, *Information & Management*, 39, 297-311. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *Mis Quarterly*, 13(3), 319-340. Gong, M., Xu, Y., & Yu, Y. (2004). An Enhanced Technology Acceptance Model for Web-Based Learning. *Journal of Information Systems Education*, 15, 365-374. Hong, J. C., Hwang, M. Y., Hsu, H. F., Wong, W. T., & Chen, M. Y. (2011). Applying the technology acceptance model in a study of the factors affecting usage of the Taiwan digital archives system. *Computers & Education*, 57(3), 2086-2094. doi: 10.1016/j.compedu.2011.04.011 Hu, H. F., Al-Gahtani, S. S., & Hu, P. J. H. (2010). Examining Gender Effects in Technology Acceptance by Arabian Workers: A Survey Study. Paper presented at the Pacific Asia Conference on Information Systems, 76. Kay, R. H. (2007). The impact of preservice teachers' emotions on computer use: A formative analysis. *Journal of Educational*

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Computing Research, 36(4), 455-479. Kulviwat, S., Bruner, G. C., Kumar, A., Nasco, S. A., & Clark, T. (2007). Toward a unified theory of consumer acceptance technology. *Psychology & Marketing, 24*(12), 1059-1084. Ottenbreit-Leftwich, A. T., Glazewski, K. D., Newby, T. J., & Ertmer, P. A. (2010). Teacher value beliefs associated with using technology: Addressing professional and student needs. *Computers & Education, 55*(3), 1321-1335. doi: 10.1016/j.compedu.2010.06.002

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[Effectively Training Students and Faculty in the Use of Web Conferencing: What, How, and Why](#)

Matt Rietschel (University of Maryland School of Nursing, US)

Kathleen Buckley (University of Maryland School of Nursing, US)

Abstract:

The What, How, and Why of training faculty and students in the use of web conferencing regardless of the product

Extended Abstract:

Many students and faculty in online programs communicate concerns about limited faculty and student interaction and increased feelings of isolation. With recent improvements in availability and costs, web conferencing has become easily accessible through an Internet or phone connection, reliable, and economically viable for academic institutions and students. However, there is little in the literature on how to train faculty and students in its use. The purpose of this presentation is to describe effective training strategies in the use of web conferencing. In developing a training program, one must consider the environment for the training to take place, the number of participants to include in a training session, and the essential content to be covered. The training need not only be on how to access and use the web conferencing, but also cover the why and how to use it effectively. Many web conferencing software packages offer the capability of face-to-face discussion, and the ability to record presentations, share whiteboards and desktop applications, text chatting, student polling, and the creation of small groups for activities. Understanding how and why to use these tools is a much different skill set as compared to teaching, advising, and communicating through more traditional course formats. Goals By the end of the presentation, the participants will be able to:

- describe settings that may be used for training and the advantages and limitations of each setting.
- specify the optimal number of participants in training sessions for faculty versus students
- develop appropriate content to include in training sessions
- identify the major expectations related to web conferencing etiquette from faculty and students
- plan support services that should be available to faculty and students for practicing web conferencing skills and troubleshooting problems.

[Students' Personal Characteristics Influence Upon Success on E-Learning Course](#)

Sagit Kedem-Yemini (Sapir Academic College, IL)

Abstract:

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How personal characteristics that affect the student's success on interactive course can affect interactive course development process? empiric evaluation

[Happy 1st Birthday CeL! How an Infant Unit Trained 100+ Faculty and Generated 100+ New Courses](#)

James Fowlkes (Florida Atlantic University, US)

Page Jerzak (Florida Atlantic University, US)

Ann Musgrove (Florida Atlantic University, US)

Abstract:

This session will describe the birth of the Center for eLearning including the organizational structure, governance, self-sustaining funding model, and first faculty development program.

This presentation is based on the continued development of an elearning faculty development initiative that was described in our JALN published article, Zero to Sixty Plus in 108 Days:

Launching a Central Elearning Unit and Its First Faculty Development Program. Florida Atlantic University (FAU) is a public university within the Florida State University System. Established in 1964, the university is categorized as a high research activity institution by the Carnegie Foundation. FAU serves approximately 36,000 students and employs approximately 1,500 faculty members. FAU's Center for eLearning (CeL) was established in 2011. A brief overview of the center's start-up activity will be followed by a thorough report of the first faculty development program created and implemented. The development of the CeL's self-sustaining funding model, organizational structure, and governance will be presented. The structure of the faculty development program will be described, and data will be provided showing evidence of faculty improvement and positive ratings for the program. In order to maximize productivity and faculty development with a small staff of three instructional designers, a robust eLearning development and delivery certification program was implemented. Incentives were offered to encourage faculty participation. The program goals included: (1) high-quality online course production, (2) faculty commitment to an intensive program to ensure quality courses, and (3) full faculty participation to be achieved within five years. The semester-long, hybrid model program includes learning management system (LMS) operation, instructional design, policies, student support services, objectives, assessment, course organization, instructional technology, communication, collaboration, and active learning. Specific details about all aspects of the program will be described in depth. Within the first year, over 100 faculty members completed the program resulting in over 100 newly designed online courses. Participating faculty reported increased skills and expertise across all modes of course design and instruction. Additional data will be presented on program evaluation and faculty improvement. Lessons learned and future plans will be shared in an engaging and interactive format. Attendees will be engaged using interactive questions and answers while being provided a unique and self-sustaining template for eLearning development.

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[The Faculty Files: Develop Community, Trust, & Collaboration on Teaching Innovation in a World Class Online MBA Program](#)

Jennifer Cutts (UNC, US)

Abstract:

Share strategy to develop faculty community through asynchronous and synchronous onboarding that leads to reflective dialogue on teaching practice and collaborative innovation to teaching methodology.

Extended Abstract:

What does it take to build a community? Whether a program is brand new or in various stages of maturity, establishing a framework that encourages investment in faculty support significantly impacts the level of success in creating allies and advocates of the faculty. UNC's Kenan-Flagler Business School has a long history of valuing both research and teaching. These long-standing beliefs coalesce into MBA@UNC's culture and engage both the research and teaching faculty in a way that capitalizes on all competencies but does not detract from faculty research. In addition, seamless onboarding and orientation processes integrated to the program philosophy and goals create alignment with the vision, while allowing flexibility in activities to get there. Transparent leadership in the administrative and operational departments of a program are critical in communicating and reassuring faculty to the mission and vision of a program (quality curriculum, qualified students). Decisions have to be visibly aligned with those goals. Establishing an infrastructure to sustain long-term faculty retention encourages loyalty, engagement, and a safe environment to explore and refine teaching methods in an online environment. If our quantitative data holds true, (which we are in the process of collecting and analyzing quantitative data), faculty morale, buy-in, and satisfaction can significantly impact the student experience. In this information session, we will: - Drill down into the micro tactics that reinforce the philosophical goals of the program - Demonstrate techniques to encourage innovative teaching and faculty collaboration through stories - Share examples of the experiments that have been successful and have failed - Share question sets we will use to collect data over the next 3-5 years to measure faculty effectiveness and satisfaction The intricate support framework and ability to evaluate data to make decisions for the program affect both instructors and students. The program encourages all members of the community to have an active voice. All of our actions revolve around building a safe environment, founded on transparency and faith, that the administrative aspects of the program will keep true to the quality and integrity of both the curriculum and the students admitted into the program. Why is it so hard to trust? Individually, we understand that the majority of us have good intentions and want to do the right thing. Collectively, we have different opinions and ideas of what the right thing is and how to get there. In a face-to-face environment, teaching is a mostly an individual contributor component of the make-up of the program. In online and blended programs, there is higher visibility to faculty performance, teaching methods, operational student support, faculty support, student performance, and course design. There are multiple stakeholders involved in the creation and execution of online courses. The administrative and operational team have to demonstrate how online courses can be of equivalent or better quality than traditional courses. Faculty have to be assured they will be able to teach in an environment tailored to their strengths and trust the entire team has one

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objective: a quality course. As a program is launched, faculty take these promises on faith, and as the program becomes more established, program decisions will demonstrate the authenticity of the original message. Demonstrating that we value the way faculty teach, that who they are is relevant to their course, and is a fundamental aspect of building a faculty network and creating strong long-term relationships. Investment in the infrastructure for faculty support is a critical component to recruit and maintain faculty advocates for the program. Who has to collaborate and why? Many departments touch a course within a program: faculty team, faculty support, student support, technology support, instructional designers, and students. Communication gaps are much more apparent in online courses than in traditional courses where silos exist. Giving faculty assistance with technology, instructional design, and exploring and vetting new tools, creates richness that moves a course from acceptable to exceptional. Deliberate conversations around the course plan, outcomes, and learning objectives give the faculty team opportunities to reflect and objectively review student performance term-over-term. Academic and operational functions collaborate to use data for program enhancements. A holistic perspective ensures informed decisions can be made, new tools can be tested, and new technologies and methodologies can be discovered. Technology, systems, platform, and practice... The technological and systematic elements of the online program must be stable, simple, and invisible to faculty. The technology should act as a spring board to engaging dialogue and excellent student performance but should never impede faculty from their teaching. The onboarding process should include elements that are asynchronous and self-paced and synchronous sessions that provide real-time practice. Faculty are subject matter experts who know how to teach. The faculty support structure should enable assistance to translate that expertise into an effective teaching plan for class without being intrusive or inefficient. Innovative in class... A well-developed faculty community creates space to have open dialogue about best practices, shared techniques, and a desire to explore of new tools and technologies. Conversations focus on achieving learning outcomes, benchmarking established goals, and evaluating student achievement and performance. The dialogue moves from what are we currently doing; to what can we do better. Overall, through conversation, dialogue, stories, and examples, we will discuss the foundation of developing a faculty community, and long-term plans to use data to measure the faculty dynamic and how it directly and indirectly impacts retention, student experience, and overall program satisfaction.

[Open & Agile Instructional Design Teams](#)

Clark Shah-Nelson, (Johns Hopkins University, US)

Instructional Design teams: be open, nimble, and efficient in support of faculty and of institutional initiatives using this AGILE framework of principles, practices and tools.

Abstract:

Instructional Design teams: be open, nimble, and efficient in support of faculty and of institutional initiatives using this AGILE framework of principles, practices and tools.

Extended Abstract:

Instructional Design (ID) teams often work closely with faculty members in fast-paced, geographically-dispersed, and/or complex environments with multiple projects and deadlines. In addition to developing online and/or blended courses, ID teams often manage faculty

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development, training and support as well as lead initiatives in blended learning, pedagogical frameworks and technology integration. Our team at the Johns Hopkins Bloomberg School of Public Health's Center for Teaching and Learning includes not only instructional designers, but also technical writers, audio editors, audio producers, illustrators, web developers, quality control specialists, and a production coordinator. Getting everyone on the same page can be difficult, and requires us to establish underlying principles and values of openness that lead us toward practices, procedures, and tools that can help us work most efficiently and effectively. In this presentation, we'll apply an AGILE framework of principles, values and practices to project management for instructional design teams. This framework can be used to assure your team is open, nimble, and efficient. We'll also look at a couple project management software solutions that can facilitate openness in your teams and institutions. Attendees will be encouraged to participate in the further development of Agile Instructional Design team documentation, as well as the Jasig 2-3-98 project's Openness Maturity Model (OMM), a tool for teams and organizations to measure and enhance openness.

[Promoting Faculty Empowerment At an Online University](#)

Joyce Scott (Texas A&M University-Commerce, US)

Marijane Paulsen (Jones International University, US)

Abstract:

How can an online university create a virtual scholarly community for faculty and graduate students?

Extended Abstract: The presentation focuses on the Jones International University (JIU) effort to promote a graduate culture and scholarship among its faculty and graduate students. The challenge of engaging online adjunct faculty, who account for about 90% of JIU's instructors, in a virtual academic community led to the formation of the JIU Society of Scholars. Presenters will outline JIU faculty induction and support practices, describe the Society's guiding principles and implementation, report on current successes (and failures), and invite the audience to critique of the model as well as discuss issues related to online faculty support. Observers of online education sometimes find it difficult to appreciate the for-profit university business model, especially its reliance on adjunct faculty which is more than double that of traditional institutions. In a recent review, the Higher Learning Commission of the North Central Association cautioned that JIU had neither required faculty scholarship after hiring nor provided adequate support for faculty and graduate student research. This critique led the university to review the literature on adjuncts and to re-examine extensively its faculty development program, its academic practices in graduate programs, and its support of graduate education. Research on adjuncts characterized them as unappreciated by and isolated from their institutions, often regarded as "cheap labor" (Halcrow & Olson, 2008). Nevertheless, others have found that adjuncts join institutions on a part-time basis for many reasons (Lyons, 2000), frequently for the simple love of teaching. Among adjunct faculty, common concerns included inadequate remuneration for the workload, lack of opportunity to participate in curriculum development, and lack of institutional support and recognition. The literature also suggested ways that an institution might encourage faculty research, scholarship, and engagement. Many of these ideas were incorporated in a revised faculty development plan which included the

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creation of the Society of Scholars. The internal reappraisal of JIU's academic culture relating to faculty and graduate student scholarship led to many changes; those of immediate concern follow. First, JIU articulated formally to all graduate faculty, whether full time or part time, its expectation for continued scholarly activity. Second, JIU developed new training courses for all doctoral faculty (JIU 800) and students (JIU 900), and required all doctoral faculty and students to complete human subjects research certification through the Collaborative Institutional Training Initiative (CITI®). Third, JIU increased the number of full-time faculty and academic administrators to ensure adequate faculty engagement in core functions. Fourth, JIU created avenues for greater faculty participation in curricular committees and academic councils, providing honoraria for part-time faculty. Fifth, JIU established the Society of Scholars by action of the Board of Trustees and, to ensure its long-term viability, made the Society accountable to one of three standing committees of the Board. The Society of Scholars is led by the university's Chief Academic Officer and is governed by a nine-member council of elected and appointed members. Members of the society include core faculty, both full-time and adjunct, academic deans, and other doctorally-qualified individuals or expert practitioners. In addition to the Council, each academic area of the university (Education, Business, and Technology) is represented in a sectional committee which conveys the interests of its faculty to the Council. The purposes of the Society are set forth in its Charter: 1. Support and recognize research being done by faculty; 2. Model research being conducted by faculty; 3. Provide opportunities for doctoral students to work at advanced levels with researchers and educators; 4. Provide students opportunities to model expected professional behavior; 5. Help socialize doctoral students into the profession; 6. Promote scholarly research, dialogue, and collaboration by its Fellows and amongst JIU doctoral students; and 7. Promote excellence in scholarship and teaching. In support of these purposes, the university allocated \$100,000 in the first year of the Society, some of which has been disbursed. Presenters will detail how the purposes outlined above have been implemented to date and seek audience input about additional steps that could be taken. Copies of the Society of Scholars Charter will be made available to those who would like them. This presentation should lead to a wide-ranging discussion of issues surrounding adjunct faculty status in online and distance higher education as well as in the academy generally.

[Preparing Blended Courses with Web Conferencing for Quality Matters Certification](#)

Kathleen Buckley (University of Maryland School of Nursing, US)

Matt Rietschel (University of Maryland School of Nursing, US)

Abstract:

This session focuses on how to prepare blended courses (consisting of face-to-face and web conferencing sessions with online delivery) for external review by Quality Matters.

Extended Abstract:

Presentation Description In 2009 the University of Maryland School of Nursing transitioned a Doctor of Nursing Practice (DNP) program from a face-to-face to a blended format. The blended course delivery format consisted of a mixture of on-campus classes and synchronous web-conferencing sessions with the remaining modules delivered online. During the web

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conferencing sessions, faculty met meet with students from remote locations and conducted live classes with two-way audio and visual access through the Internet. Selected student group projects and learning activities as well as faculty office hours were also managed through web-conferencing. As part of program evaluation, five of the DNP program core courses were submitted for review by Quality Matters (QM), a leader in quality assurance for online and blended education. Quality Matters has received national recognition for its peer-based approach in reviewing and certifying online and blended courses for best practices in course design. By May 2011 all five courses had received full certification by QM. Based on our experience with submitting blended courses for peer review by QM, we encountered some challenges in preparing courses for review. Although a detailed rubric is available from QM on which the courses reviews are based, faculty may find that preparing courses delivered in a blended format can be challenging. The challenges may occur in several areas, such as: a) highlighting the differences in delivery methods, b) clarifying the complexities of the relationships between the multiple delivery formats, and c) developing a model and schedule that smoothly integrates the formats. In this session faculty and administrators will learn how to integrate the QM rubric into blended course formats. Topics discussed will include how to best explain the purpose of the course, carry out faculty and student introductions, describe and integrate the course delivery methods, and incorporate learning activities and assignments into blended formats. PowerPoint slides and handouts will be used to supplement the presentation. Participation of the audience will be encouraged through an interactive question and answer session with opportunities for the audience to share experiences. Goals By the end of the presentation, the participants will be able to: 1) explain the purpose of course delivery components and how they complement and reinforce each other 2) create tables and diagrams to depict the relationships among blended course delivery formats 3) introduce students to the components of a blended course highlighting the differences in delivery methods 4) specify the requirements for participation in various delivery formats 5) develop and plan the placement of functional calendars of activities, assignments and due dates to clarify the activities associated with blended course delivery formats 6) use common themes and threads to connect course delivery methods in blended courses.

[No More Boring Handbooks! Creating an Interactive Faculty Handbook to Engage and Inform](#)

Amy Moore (Florida State College at Jacksonville, US)

Sheri Litt (Florida State College, US)

Abstract:

This presentation will share the new, interactive Open Campus Faculty Handbook and explain strategies attendees can use to create their own digital handbooks.

Extended Abstract:

This presentation is designed to share the new, interactive Open Campus Faculty Handbook and to explain techniques and strategies attendees can use to create their own digital handbooks. The presentation will focus on identifying and using appropriate technology, identifying the best delivery methods, developing appropriate marketing strategies, and analyzing faculty usage - all designed to create maximum engagement of faculty. Topics covered will include how to approach content strategy, how to align handbook design with desired faculty learning

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outcomes, how to create assessment tools for measuring handbook effectiveness, how to create consistency among committee contributions, and how to use cloud-based tools to create a "living document" that can be flexible and relevant.

[A Web-Based Degree Program Connecting Social Work Education and Clinical Practice](#)

Rhonda Patrick (University of Houston, US)

Abstract:

Striving to increase the number of online and hybrid degree programs in social work, this presentation details process of developing an online clinical courses.

Extended Abstract:

Expansion in the field of social work necessitates educative opportunities that blend effective training with innovative modalities to provide the most comprehensive workforce preparation. As a rapidly emergent occupation, overall growth in social work employment is projected to increase by 16% throughout the next decade, faster than the average for all occupations. Specifically, increases in employment for mental health and substance abuse social workers (20%) and medical and public health social workers (22%) are indicative of this trend (Bureau of Labor Statistics, 2010). Social work has been ranked in the top five choices of pursuit for graduate studies, and graduate degrees are rapidly becoming necessary prerequisites for access to better jobs (Ebersole, 2004; Goral, 2004). In addition, many employment opportunities require focused training, incorporating facets of research and practice with real-world application of course content, and the refinement of specific skill sets that are often developed during the course of graduate studies (Goral, 2004). Although the aforementioned need for effective training is mounting, opportunities to engage in specialized social programs are limited based upon constraints related to time, familial obligations, occupational responsibility, and other individual factors. Another catalyst for numerical growth in those applying to schools of higher education is economic downturn, which often motivates individuals to enroll in higher education to provide upward mobility for career advancement or to maintain employment as a means of financing academic pursuits. The integration of online components into coursework, whether developed as solely online or as hybrids of online and traditional classroom settings, provides unique alternatives for students to make significant progression towards degree attainment and to strengthen knowledge and skills that are useful for career development. Service and convenience provide major competitive advantages for programs in the process of student recruitment indicating a need for blended programs and a shift towards more-need specific scheduling periods. The student of the future expects value for each tuition dollar (Ebersole, 2004). Institutions of higher learning are implementing training programs and routes to degree acquisition that incorporate online components because of student interest, emergent needs, and the vast potential for student growth. Student interest in online education is evidenced by the increase in students taking at least one online course to 6.1 million during Fall 2010. Overall, student populations in higher education increased by 2%, much less than the 21% growth in online enrollments. Likewise, the number of students in higher education who take at least one online course is at nearly 31% (Allen & Seaman, 2011). Social work programs, traversing all levels (BSW, MSW, and PhD), that merge technology and tradition to provide the greatest potential for education are beginning to emerge and take

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precedence within the field (Ayala, 2009; Bettmann, Thompson, Padykula, & Berzoff, 2009; Crowell & McCarragher, 2007; Regan & Youn, 2008; Vernon, Pittman-Munke, Vakalahi, Adkins, & Pierce, 2009). Such trends in the current educative climate and predictions for continued student interest in the future expansion of online modalities warrant the creation of graduate programs that not only meet the growing needs of students but that innovatively blend technology with relevant content to enrich potential learning, thus simultaneously enhancing the experience of the learner, the credibility of the emergent professional, and the professionalization of the field of social work as a whole. To design and teach a successful online, hybrid or technology enhanced course towards a degree program an instructor must invest significant time and effort in redesigning a traditional course. Instructors must reexamine their course goals and objectives, design online learning activities to meet those goals and objectives, and depending on the course structure, effectively integrate the online activities with the face-to-face meetings. In addition, many faculty must acquire new teaching skills, such as learning to facilitate online interactions and assess student online learning; they may also need to acquire some new technology skills. These requirements often seem daunting for many faculty, leaving many social work schools with very few distance education opportunities. In an effort at increasing the number of online, hybrid, and technology enhanced courses, this presentation will detail four stages in designing online, hybrid, or technology enhanced social work courses: 1) conceptualization; 2) creation; 3) implementation; and 4) assessment. The conceptualization stage will clarify the similarities and differences between online and face-to-face instruction. The creation stage will introduce participants to software for developing a comprehensive online teaching/learning experience. The implementation will address procedures for effective, efficient management of an online course. The assessment stage will describe procedures for periodic and end-of-course online assessment of student performance. The learning objectives for this presentation are: 1) Participants will be able to identify and articulate the similarities and differences between online and face-to-face instruction that may facilitate and/or limit to effective course development; 2) Participants will be introduced to software for developing a comprehensive online teaching/learning experience and participants will be able to comprehend how to utilize these software tools in developing courses; 3) Participants will be able to identify procedures for effective, efficient management of an online course; and 4) Participants will be able to describe procedures for periodic and end-of-course online assessment of student performance. ended Abstract:

["Pedanology 101"- Faculty Professional Development That Melds Pedagogy and Technology for Online Teaching](#)

Erin White (Purdue University North Central, US)

Abstract:

Learn how the "Academy for Effective Online Instruction" transforms faculty into quality online instructors who strategically blend pedagogy and instructional technology into their craft.

Extended Abstract:

One of the biggest challenges in ensuring quality in distance education is to consistently and strategically support the professional development needs of online faculty. This mid-sized public institution of higher education developed a proactive model that supports faculty as they

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design or redesign online courses. Upon completion of this session, attendees will: 1) Identify strengths and weaknesses of their current professional development programs 2) Compare their current program with the model shared and determine if the strategies used could enhance their professional development planning 3) Implement a similar model at their institution of learning

The design of the "Academy for Effective Online Instruction" began with an initial needs assessment, as well as an inventory of current resources and budget. When factoring all of these variables, it became evident that Purdue University North Central had to "design on a dime". It was decided that the most practical method to deliver uniform instruction to faculty who possessed varying levels of experience and availability was to design a series of modules within the university's learning system itself. Therefore, faculty from out of state could still benefit from this instruction, keeping the quality standard consistent. In addition, due to budget constraints, seasoned faculty mentors were chosen as the primary facilitators to support and guide faculty throughout this 10-week online course. The Implementation Faculty were given a developmental area (sandbox) within the learning management system. They were also enrolled into the online Academy. Part of their "homework" was to create a course blueprint and design their courses in sequential phases. Group discussions and synchronous online sessions were integral in creating the professional learning community that was desired. In order to ensure that there was a quality standard of measurement, a collaborative taskforce consisting of faculty, students, staff, and administrators, created a rubric entitled, "Purdue University North Central Recommendations for Online Courses". This was the evaluation tool that was used to review all newly designed or redesigned courses that faculty had created during their time in the Academy. The Results/Impact

The first and all subsequent Academy cohorts thus far have indicated that this experience was extremely beneficial. Many have documented a significant improvement on their course evaluations- via student feedback. Regardless of the learning management system that an institution is utilizing, this model could be adapted to fit any university, college, or even K-12 professional development plan. It focuses on strong pedagogical principles foremost, then as a secondary priority, it focuses on how technology can be used to appropriately match the chosen instructional strategies, or better yet, how they can meld together seamlessly.

[Growing Your Own Blended and Online Faculty: A Review of Faculty Development Practices in Traditional Institutions](#)

Liz Ciabocchi (Long Island University, US)

Amy Ginsberg (Long Island University, US)

Abstract:

The presenters will provide an overview of faculty development practices for certifying blended and online instructors in traditional higher education institutions.

Extended Abstract:

According to *Going the Distance: Online Education in the United States, 2011*, published by Babson Survey Research Group in collaboration with Sloan-C and others, 65% of the 2500+ reporting institutions stated that online learning was a critical part of their long-term strategy. Moreover, the 10% growth rate for online enrollments far exceeds the < 1% growth for the overall higher education student population. Thirty-one percent of all higher education

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students now take at least one course online. With this proliferation in online education, it is logical and necessary to inquire about how the faculty is being trained to teach in this medium. Going the Distance revealed that there is no single institutional training approach to online teaching, but the vast majority of institutions (94%) do have some kind of training or mentoring. The most common training approaches for faculty teaching online or blended courses are internally run training courses, followed by informal mentoring. Other approaches include formal mentoring, certification programs, and externally run training courses. Institutions of various types were far more likely to use internally vs. externally run training courses. This presentation delves into the types of internal training provided at nonprofit private and public higher education institutions offering online and blended programs in addition to face-to-face programs, and explores how such programs are implemented. Specifically, we will address the following: • Whether faculty training to teach blended or online courses is optional or required and the rationale for this decision; • The faculty training format- face-to-face, online or blended - and the rationale and relative advantages/disadvantages of the different approaches; • Who is responsible for the training, i.e., the institutional office that finances, staffs, and provides training; • Incentives for faculty participation in training - rationale and mode of implementation; • Processes for determining faculty readiness and demonstrating proficiency in online teaching

Optional vs. Required Training Faculty teaching blended or online courses need to be well prepared with new skills and competencies that are not necessarily required for face-to-face instruction (Ragan, 2011). Institutions apply requirements for faculty development or certification in blended/online formats unevenly. For example, Syracuse University School of Information Studies' distance education programs require all new faculty to complete a six-day online asynchronous training course (Lorenzetti, 2011). Other institutions have requirements that span weeks or months over a semester or academic year. The presenters will discuss examples of optional vs. required faculty development or certification for online instructors and elicit feedback from the participants regarding practices at their institutions. Mode of Faculty Training Faculty training can occur in face-to-face, online, or blended formats. In this presentation, we will provide examples of institutions that are using each of these modalities. Responsibility for Faculty Training Institutional size, type (doctoral/research vs. two-year college), and geographic distribution (single vs. multiple campuses) influence the organization of faculty development as either distributed or centralized (Diaz, Garrett, Kinley, Moore, Schwartz, & Korman, 2009). Furthermore, the focus of faculty development (e.g., technology training or teaching/pedagogy) and availability of resources also influence which institutional unit is responsible for its delivery, e.g., information technology, the library, the academic officer or academic unit (Diaz et al., 2009). The presenters will provide several institutional examples and elicit feedback from the participants regarding the locus of responsibility for faculty development or certification for online teaching at their institutions.

Incentives

Incentives for participation in faculty development programs for online teaching also vary greatly across institutions and may include released time, financial compensation, contribution to the departmental faculty development fund, or access to free faculty development courses/programs. Full-time and adjunct faculty may be offered incentives to participate, but

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some institutions require the training and offer no incentives. Researchers at Chicago State University concluded that faculty perceptions regarding time, money and pressure from others (peers, students) may motivate faculty to use instructional technologies (Lorenzetti, 2011). These findings suggest ways that universities might engage faculty to use technology, build early successes, and further encourage them to explore distance education to sustain their interest (Lorenzetti, 2011). **Demonstration of Readiness/Proficiency** Some institutions authenticate faculty readiness to teach blended or online courses by awarding an institutionally granted certification. For example, Valencia College certifies faculty as "Digital Professors" upon completion of 20 hours of professional development in pedagogy and technology in online/hybrid teaching and learning. The University of Illinois awards a Master Online Teacher Certificate upon successful completion of four core courses, one elective course, and an online teaching practicum. The requirements for certification as a blended or online instructor may be multi-faceted, including elements other than taking courses in blended or online instruction. The University of Wisconsin-Milwaukee awards faculty a certificate in online and blended teaching upon successful completion of its Faculty Development Program for Online and Blended Course Redesign, the development and instruction of an online or blended credit-bearing course, peer or technological staff course evaluation, a letter of reflection, joining a group listserv for faculty teaching blended and online courses, and allowing one's syllabus to be shared with other faculty. Some schools also differentiate between the knowledge and skills required to teach blended courses and those required for teaching with technology in the classroom. Examples of each will be shared. At the heart of these certification programs is the conviction that faculty must develop particular areas of knowledge and skill in order to teach effectively in online and blended formats. Larry Ragan, Ph.D., Director of Faculty Development at Penn State University World Campus, developed the Competencies for Online Teaching Success (COTS) model, which identifies 50 competencies and 6 categories: 1) attitude/philosophy; 2) building community; 3) classroom management; 4) faculty workload management; 5) teaching and learning; and, 6) technology aptitude. Our goals for the presentation are: 1) To provide an overview of the vast range of current faculty development practices at US institutions to prepare online and blended instructors; 2) To engage in discussion with participants about faculty development models for blended and online teaching at their institutions, and, 3) To suggest resources for creating faculty development/certification programs in blended and online teaching at their institutions.

["Thinking Inside the Loop": A Systems Thinking Approach to Faculty Engagement Using the MATCH Model](#)

Linda Hiemer (University of the Rockies, US)

Meghan McCann (University of the Rockies, US)

Abstract:

This presentation outlines the MATCH model for a systems thinking approach to faculty engagement. "MATCH" is an acronym for Mentor, Attract, Train, Coach, and Help.

Extended Abstract:

This presentation provides a platform for administrators, faculty and staff to gain actionable information and share best practices that positively affect faculty engagement, performance

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and retention. Specifically, participants will learn about our five-step interlocking process for engaging and developing online faculty. This process includes intentionally placed faculty-to-staff and faculty-to-peer contact to assure that online faculty from time of entry through content delivery and growth, remain committed and engaged in student success. Each piece of the interlocking MATCH model supports the next. We integrate mentoring and coaching in each step of our faculty development process from attracting future faculty to training them on specific UoR processes, policies and procedures to helping faculty achieve success in the classrooms. The model assures delivery of services in support of the University's mission, core values and institutional-level outcomes. In this session we will explore the specific dynamic for each dimension of the MATCH model. Participants will learn how the University of the Rockies intertwines each level of our process with assessment loops to assure we continually improve and maintain scalability. Specific dialogue will focus on the various elements of the process wherein the University of the Rockies Academic Affairs department partners with faculty, staff, leadership and others to assure a systemic model for engagement. This approach to faculty engagement includes a blend of strategic recruiting efforts, facilitated new faculty training, peer review, monitoring and development, and instructional support and coaching. Specifically, the Academic Affairs department (AA) partners with Student Services to strategically forecast the need for online faculty in its programs and specializations. The AA then works closely with the University's talent acquisition specialists and the deans to ensure we attract talented online faculty. While 100% of our faculty hold terminal degrees, we also select faculty based upon an extensive application process that explores an applicant's teaching philosophy. Moreover, all newly-hired faculty (regardless of prior teaching experience or scholarship), must successfully complete an intensive three-week training course called the "New Faculty Experience" (NFE). The NFE is normally offered monthly with an average cohort size of 12 and is facilitated by an experienced faculty member. UoR's NFE was externally peer reviewed and certified by Quality Matters™. Some applicants self-select out, as our learning activities within the NFE are intended to mirror the time and performance expectations required in our classrooms. After successful completion of the NFE, new faculty members are offered their first course within 60 days to ensure the learning outcomes and best practices remain fresh. All faculty are assigned a Faculty Mentor in their first course. The Faculty Mentor is a seasoned faculty member who has completed our Faculty Mentor Certification training course. The Faculty Mentor coaches and evaluates the new faculty member throughout the six-week course and provides detailed feedback. With the Faculty Mentor's approval, the new faculty member then becomes part of our approved faculty pool and is invited back to teach additional courses. Similarly, all new faculty members are assigned an Instructional Specialist (IS) to coach and support them throughout their tenure with UoR. Instructional Specialists are highly-trained professionals with a minimum of a Master's degree and prior online teaching experience. They follow rubrics and key performance indicators developed by our faculty to monitor and support faculty in the classroom. Our efficient and scalable model allows two ISs to monitor 100% of our concurrently running and to watch for data-driven likely "triggers" that might warrant intervention or additional coaching. This proactive support also improves student engagement and retention. The qualitative and quantitative data collected by the IS team drives continuous improvement and online faculty development. Finally, University of the Rockies encourages ongoing scholarship and provides internal development opportunities through online resources and

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training and live faculty symposiums. With this systems thinking approach, we mentor, attract, train, coach, and help faculty throughout their lifecycle. This "MATCH" model engages and retains quality online faculty. During our presentation, open dialogue will allow workshop participants to share best practices in support of each component of the MATCH model. By attending this presentation, administrators, faculty and staff will gain actionable information and share in problem-solving discussions to positively affect faculty performance and retention.

Strategic Professional Development: Impacts, Outcomes, and Effectiveness Upon Student Success

Suzan Harkness (University of the District of Columbia, US)

Abstract:

This paper will discuss how students benefit as faculty gain new skills through professional development, instructor certification, and as courses meet standards of design principles.

Extended Abstract:

The University of the District of Columbia's Center for Academic Technology has impacted the institution across all departments and has identified a clear pathway for strategic growth in online education for the residents of the District of Columbia and beyond. This presentation will discuss an examination of impact, demonstrate that students benefit and will continue to benefit as faculty gain new skills through professional development, instructor certification, and as courses meet standards of design principles. Beyond the direct and visible impact upon courses and students outcome, are significant and visible increases in collegiality, departmental collaboration towards grants, and quality course design. The Center for Academic Technology formed a partnership with Quality Matters (QM) and embarked upon a strategic professional development effort to increase technological literacy and pedagogical approach. These efforts translate into better student experiences and potentially higher student completion rates. As evidence, we find that fewer students withdraw from courses that have been peer reviewed and meet QM standards. Additionally, students enrolled in courses that have undergone peer review earn higher grades and are more likely to pass the course than those students who had enrolled in online courses prior to our QM partnership and peer review process. These preliminary findings support the innovation and strategic planning of the Center for Academic Technology. The successes of this initiative have been achieved over a short period of time and are impressive in terms of institutional effectiveness and institutional collaboration. The QM partnership and professional development initiatives for continuous improvements in course design on the Blackboard, quality, integrity, and online delivery can be seen across all schools and colleges at UDC. Moreover, the Center for Academic Technology has been included in three successful STEM grants (totaling \$1.2 million) that will build faculty skills in designing online instructional modules, redesign core courses, and augment STEM courses with hybrid approaches. The collegiality and collaboration that are a byproduct of the Center's work sustain the strategic plan and drive institutional effectiveness. In September 2009, the Director of the Center for Academic Technology and Chair of the Committee for Online Learning encouraged the formation of a diverse subcommittee (the faculty Collaborative for Research in Online Teaching and Learning (CROTL)) to analyze online course data. This subcommittee included five faculty from across the institution. The subcommittee secured an internal seed-grant to study

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UDC's early online courses as a means to benchmark online courses design, instruction, and outcomes. The preliminary study provided the institutional impetus to further examine the impact and effectiveness of online course design and partner with Quality Matters. The Committee for Online Learning proposed the use of the Quality Matters Rubric and course design standards as a backbone to build capacity, ensure course design integrity, and to infuse a research-based best practices approach toward faculty professional development. The benchmark study examined 14 online core courses within the English Department. The findings reveal that early online courses suffered poor design principles and lacked student engagement and alignment to desired outcomes. The informal peer review ratings for courses had an overall mean of 42.75 and a standard deviation of 24.4, indicating that they did not meet QM standards. Retention and pass rates in the online courses prior to our QM partnership were lower than for traditional courses. These preliminary findings supported the forethought of the Committee for Online Learning to implement a rigorous assessment plan, quality assurances, and faculty professional development initiatives to improve instructional capacity, course design, and student outcomes through a partnership with Quality Matters. The partnership with QM has brought forward a robust professional development and training program intended to build faculty skills and abilities to design and instruct online courses. Since 2009, the Center for Academic Technology has held numerous QM workshops including: APPQMR, PRC, BYOB, BYOC, and Standard 8. To augment the QM workshops, the Center, provides additional workshops to help faculty improve their skills and abilities using Blackboard, emerging media, and online pedagogy. The Center also maintains a weekly Technology Blog introducing faculty to the latest tools and applications and includes brief tutorials to guide faculty exploration. To further the strategic plan for online learning at the University of the District of Columbia, the Committee for Online Learning proposed policies and procedures for online and hybrid course processes and assessments which subsequently was adopted by the University Faculty Senate (April 2010, 2011, 2012). These processes employ the QM standards in course design and assessment, and serve as a guiding principle for a new online instruction certification initiative. To operationalize the instructor certification program the Center for Academic Technology grew from a staff of two to a staff of seven, including instructional designers to support this vision. Since 2009, the Center for Academic Technology has delivered hundreds of professional development workshops (more than 500 hours) and served over 500 faculty. Most workshops expand faculty Pedagogical, andragogical, and heutagogical knowledge, skills and abilities. Seventeen courses have been proposed, reviewed, and approved for online delivery. The peer reviewed QM Rating for newly proposed courses (after QM partnership and faculty professional development initiatives) had an overall mean of 74.0. This represents a 73 percent increase over peer review courses prior to the implementation of QM standards and professional development efforts. This is a significant accomplishment as the University moves toward offering greater flexibility to education through online delivery. The standard deviation of the proposed courses reviewed after QM partnership and faculty professional development was 7.05. This tells us that newly proposed peer reviewed courses have undergone significant improvement in course design. Moreover, it demonstrates that the partnership with QM has been successful in helping our institution build capacity and meet bench-marked standards. It also signals the success and outcomes of intense professional development that has been a hallmark of the Center for Academic Technology. Another

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important finding of this analysis revealed a smaller standard deviation. This corroborates less rater variation, which informs us that our QM trained peer reviewers demonstrate rater validity and reliability during informal peer reviews.

[A Roadmap for Educators: Addressing the Realities of 21st Century Teen Socialization](#)

Yehudit Freudenberger (University of Cincinnati, US)

Abstract:

Recommendations for instructional designers and teachers: how to shape technology-based educational interventions for teens in environments such as Facebook, Twitter, blog sites, and mobile devices.

Extended Abstract:

According to a Pew Internet and American Life Project report, American teens ages 12 to 17 are avid users of social networking websites. This statistic has continued to climb, from 55% in November 2006 to 73% in September 2009. This same population, says Mizuko Ito (2008) in her study of youth media use, "leverages social media for a variety of practices that are familiar elements of teen life...Although the underlying practices are quite familiar, the networked, public nature of online communication does inflect these practices in new ways" (Conclusion, para. 1). Much is yet unknown about adolescent Internet use but, according to Espinoza and Juvonen (2011) in their study on young teen use of social networking sites, there are reasons to be concerned about these changes in practice. Indeed, technology and the ever-expanding world of social media have added a new level of socialization to children's lives. In her report on an Insight Research Group study of the complexity of social media, Miller (2009) suggests that kids and teens turn to these technologies primarily to build relationships. Similarly, in their study *Teens, Privacy and Online Social Networks*, Lenhart, Madden, Smith & Zickuhr (2010) report that most "teens are using the [social] networks to stay in touch with people they already know (91%)...or friends that they rarely see in person (82%)" (Summary of findings, para. 4). In a 2010 study of adolescent weblog use and its risks, Anderson-Butcher et al. conclude that these online environments mimic the positive "safe spaces" available in some classrooms and afterschool programs. Their research supports the hypothesis that these types of social networking sites can promote prosocial behaviors by engaging youth in discussions, in sharing experiences and in fostering connections with others. And still, the researchers qualify that "the positive aspects of the internet are, of course, dependent upon appropriate boundaries, structure, and guidelines that protect youth and ensure their safety" (p. 68). Adult intervention in typical teen socialization at home and at school, particularly in the form of monitoring and prevention strategies, is not unique to today's 21st century children. However, the need for interventions to change and match the new virtual media is great. In response to this need I will present recommendations for instructional designers, teacher educators and teachers on how to address and shape technology-based educational interventions for pre-teens and teens. This session will cover the use of cases and generative learning to engage students in hands-on technology-based lessons. I will demonstrate activities that present real-world problems in environments such as Facebook, Twitter, blog sites, and on mobile devices to help educators enrich their own classrooms and curriculum development. In her research recommendations, Wishart (2004) advocates for the design of materials for schools "aimed at

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developing Net literacy and safe surfing practices that enable pupils to use the Internet responsibly and usefully both in and outside school" (p. 203). With a focus on the positive aspects of online collaboration and socialization through virtual "chat," Ingram (2000) emphasizes the importance of synchronous computer-mediated communication use in education. The educational interventions I will present are designed to help students understand that today's technology is social and affects the emotional worlds of many (e.g. cyber-bullying, suicide due to webcam use and online posts, sexting), including their own. In this program, teachers and teacher educators will learn practical techniques to help students navigate the new realities of teen socialization.

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[Teaching to the Rhythm of the Online Classroom](#)

Bethany Simunich (Kent State University, US)

Abstract:

Go beyond the fundamentals of online teaching best practices: know when to utilize these practices by harnessing the rhythm of the online classroom

[Assessing Instructor Readiness to Teach Online Courses](#)

Mimi O'Malley (The Learning House, Inc., US)

Abstract:

Are your instructors ready to teach online? This session will examine the criteria for making this assessment and highlight an instructor readiness questionnaire.

Extended Abstract:

In 2009, approximately 5.6 million students enrolled in at least one online course, representing 30% of all higher education students 1. With the increase of students taking online courses, administrators must find faculty who understand how to pedagogically achieve program outcomes. In addition, quality online instruction should play a role for student retention and persistence. What is missing is the assessment tool an online administrator may use to evaluate instructors' readiness to transition from face-to-face to an online environment. The Southern Regional Education Board (SREB) reports that face-to-face instructor skills do not necessarily transfer to an online classroom. In a traditional class, the instructor combines instructional and

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content knowledge to determine which instructional strategies, activities, and assessments to use. Technology is rarely the primary means of communication in the face-to-face classroom. However, in online instruction, the instructor must combine instructional and content knowledge with technology. Technology is thus the primary mode of communication. A tool to assess instructors in an online environment is critical on several fronts including the quality of teaching online students and helping those students achieve course outcomes. Secondly, with the growth of online education both in a purely online environment and in a blended course, there should be consistency in the quality of education for those students. In order for program coordinators and administrator to assess the competence of instructors to transition from the face-to-face into the online environment, this session will introduce a Likert scale measuring two domains: technical and pedagogical. These domains were identified as a means for assessing readiness for online instruction 2,3 . Each of these two domains is further subdivided into questions analyzing four subdomains: knowledge, attitude, skills, and habits (KASH)4 . These four subdomains, adopted by the SREB among their sixteen SREB states, examine specific factors for instructor readiness including academic preparation; content knowledge, skills, and temperament for instructional technology; and online teaching and learning methodology, management, knowledge, skills, and delivery. Participants will learn how to construct such a scale using a learning management system questionnaire (i.e. Moodle). Participants will also receive evaluative criteria in a print assessment checklist. Assessment results may be used to evaluate performance appraisal, professional development, or technology training for existing online instructors. Conversely, this assessment may be used as a pre-employment evaluation of prospective adjunct online faculty. In such a case, the assessment may capture an applicant's response to online instruction qualities not discussed in an interview as well as any potential areas of concerns prior to hire. This questionnaire is an outgrowth of a need for distance learning program coordinators to have a tool to measure quality online instruction readiness. This tool will provide a benchmark for program coordinators to align his/her online faculty instruction skills against best practices for professional development of online instructors. We, at Learning House, have developed these instructor assessments as an opportunity to help our partner institutions. After these assessments, instructors will have the opportunity to select various online teaching best practices courses that we offer to address shortfalls that have been identified. By having the opportunity to assess so many instructors we will be able to continual modify and improve our assessment tool. In addition, we have been able to gather feedback and data from the more than 950 online instructors who have completed our three course best practice series to further improve our tool and our training of those instructors. We have found based on course evaluations over a two year period that 90% of all three best practices course participants recommended these courses to other faculty members. Clearly, participants value the need for professional development for online course delivery. However, many participants are unaware of the knowledge, skills, and temperament necessary for effective online course instruction. This session will give program coordinators and distance learning administrators a measurement tool for uncovering the current criteria and best practice for online instructor readiness. Furthermore, this tool may allow adopters to develop an individualized training plan for problems areas, which warrant the greatest need. Conversely, adopters may use this assessment tool when seeking to hire adjuncts to decipher if the candidate is truly the best

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candidate for the position. This session will examine the core criteria administrators and program coordinators may use to evaluate faculty prior to teaching an online course. The presenter will highlight the current research and best practices for assessing instructor readiness for teaching online during the first 15 minutes of the presentation. An additional 10 minutes will be spent examining an online instruction questionnaire and its reporting features on Moodle learning management system. The remaining 5 minutes will allow question and answers for participants looking to incorporate this at their own institution... As a result of this session, participants will be able to 1) Identify the two prominent domains for effective online instruction. 2) Review the four subdomains critical for instructor readiness to teach an online course. 3) Access sample questionnaire from TLH training portal to gauge instructor readiness to teach online. 1 Allen, I. E., & Seaman, J. (2010, November). Class differences: Online education in the United States, 2010. Babson Park, MA: Babson Survey Research Group. 2 Eslaminejad, T., Masood, M., & Ngah, N. (2010). "Assessment of instructors' readiness for implementing e-learning in continuing medical education in Iran." *Medical Teacher*, 32(10), e407-e412. 3 Gugliemino, P.J., and Gugliemino, LM. (2003). "Are your learners ready for e-learning?" In GM. Piskurich (Ed.), *The AMA handbook of e-learning: Effective design, implementation, and technology solutions* (pp. 87-95). New York: AMACOM. 4 Southern Regional Education Board. (2009). *Guidelines for professional development of online teachers*. Retrieved February 12, 2012, from http://publications.sreb.org/2009/09T01_Guide_profdev_online_teach.pdf

Training, Mentoring, and Maintaining Online Adjunct Instructors

Michael Eskey (Park University, US)

Hank Roehrich (Park University, US)

Abstract:

The development of online adjunct instructors requires a professional adult learning approach. The presentation will discuss this approach and how it can be tailored.

Over the past decade, most colleges and universities in the United States have experienced a dramatic increase in the growth and popularity of online degree programs. The rapid growth of online learning has mandated the recruitment and training of many online faculty members credentialed in the area of the specific discipline that they are teaching, as well as trained in the unique requirements of online learning. More specifically, they must be trained in the requirements, platform, policies, and procedures of the institution where they are employed. This has become more of an issue as online adjunct instructors report that they teach at two or more institutions, utilizing different learning platforms and placing varying emphases on the role of the online instructor/facilitator. Park University has addressed this issue through a

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process of recruiting, instructor approval, course certification, instructor training, formal and informal instructor mentoring, and the development of and implementation of faculty evaluation models geared specifically toward the unique demands of the online classroom. Park University employees a five-week mandatory online learning training seminar (PDL750) that focuses on: online theory and pedagogy; technology; and, specific Park University online policies and procedures. A specific focus of the course facilitation centers on: Building Community in the Online Classroom; Discussion Facilitation and Instruction; Assessments, Grading, and Feedback; and, the Online Course Learning Environment A key to the PDL750 instructor training course is consistency. Park University has retained many of the same instructors for courses for ten years or more. Of course, the support has increased. Park has adopted and continues to utilize the eCollege platform. Park has continuously improved the recruiting process, added an instructional design team, and professional development of instructors is ongoing. Just as a factual aside: Instructors are not compensated for attendance at PDL750, nor are they charged a fee to attend this seminar. Following completion of PDL750, to all extent possible, the new adjunct instructor is assigned an online course in the next academic term, to avoid any deterioration of the newly acquired skills. Additionally, the new adjunct instructor is provided full access to PDL751. PDL751 is an all-inclusive, instructor/staff monitored website useful for instructors to obtain information related to online learning at Park University and online learning in general. This includes information on organization, software guides, eCollege information, Best Practices, mentoring, and evaluation. This includes discussion forums to include the online faculty forum, peer discussions, course development, and helpful websites offered to our online adjunct faculty help in all aspects of online teaching for Park University. Upon completion of the Park Online Instructor Qualification Seminars PDL 750, all new online instructors are now assigned to the Park Distance Learning's Online Instructor Mentoring Program (OIMP) for one-on-one mentoring throughout their first term teaching for Park's PDL-Online program. There is one full-time mentor/coordinator and a number of experienced online adjunct faculty mentors that generally have up to five "mentees" per term. We strive to provide one-on-one guidance to all instructors as they begin to teach online at Park University; and to offer continued, specialized support from peer mentors throughout their Park University career. PDL751 is the Park University Online Instructor Resource Forum. It serves as an instructor-moderated forum which provides a venue for Park University online instructors to meet, to share ideas and approaches, and to ask for help solving a problem. It is a place where they can find information and resources pertaining to their role as an online educator for Park and to their discipline. It also serves in part as a] social networking site. This course shell/ forum contains much of the information found in online training courses, along with additional information about the various PDL programs and processes, as well as an ongoing faculty forum. Numerous PDL personnel and academic discipline faculty moderate the discussion areas of PDL751. Beginning in Fall I, 2007 Park University began an online adjunct faculty mentoring program. Upon completion of the Park Online Instructor Qualification Seminars CDL 750, all new online instructors are now assigned to the Park Distance Learning's new Online Instructor Mentoring Program (OIMP) for one-on-one mentoring throughout their first term teaching for Park's PDL-Online program. There is one full-time mentor/coordinator and a number of experienced online adjunct faculty mentors that generally have up to five "Mentees" per term. We strive to provide one-on-one guidance to all

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instructors as they begin to teach online at Park University; and to offer continued, specialized support from peer mentors throughout their career. The mentoring program is designed to guide and assist the online adjunct instructor to ensure the finest quality educational experience for Park online students and to provide pragmatic support for our online instructors. In addition to checking-in with new instructors on a weekly basis, the designated mentor has access to the new instructor's online course to assist more directly with any questions the instructor might have or assistance they may require. Our presenters, both of whom are experienced course evaluators and faculty mentors, will discuss how this process is effective in mentoring faculty and various approaches that can be tailored to the needs of other institutions. Establishing a balance between the evaluation-of course facilitation by a distance learning observation team and the mentoring of online adjunct instructors is a needed component. The establishment of the balance between the observation of course facilitation by trained observers and the evaluation of course content by program coordinators is a complimentary component for overall instructor evaluation at Park University. Our experienced evaluators will discuss how the process of evaluation, mentoring, training, professional development, and follow-on instructor training will be discussed. Additionally, the results of the most recent adjunct online survey will be discussed. Attendees are invited to provide questions concerning the usage and applicability of a similar evaluation, mentoring, training, and professional development programs of their institutional online instructors.

[A National Model of Blended Learning Excellence for Professional Certification Training, Really?](#)

JoAnn Klinedinst (The Pennsylvania State University, US)

Abstract:

Based on the need to accelerate the number of certified health IT professionals, a national model of excellence emerged surrounding the principles of blended learning.

Extended Abstract:

Introduction. The Healthcare Information and Management Systems Society (HIMSS) is a global health information technology (health IT) association that serves over 38,000 individual members and over 550 corporate members. Education is a critical component for our members: HIMSS employs a robust educational portfolio comprised of conference education programming, virtual events programming, and access to learning objects through the HIMSS eLearning Academy learning management system (LMS). Health IT is a fast-paced, dynamic, and challenging field. And while health IT professionals are focused on achieving and sustaining the meaningful use of technologies like electronic health records (EHRs), there is no doubt that the promise of online education, particularly blended learning, is critical to this transformation. But the challenge for HIMSS is to develop and deliver quality, online education that aligns with the principles of adult education while meeting the needs of learners. HIMSS is at a critical juncture: we must demonstrate the same competency we have established in our in-person and asynchronous events and develop a blended learning competency to further enhance our educational portfolio. The Context. The American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law by President Obama on February 17, 2009. The monetary incentives for physicians to adopt the meaningful use of health IT is huge: \$20B in incentives has been

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allocated to those who adopt EHRs with penalties beginning in 2014 for those who do not. But there is a workforce deficiency of those who have earned the CPHIMS (Certified Professional in Healthcare and Management Systems) credential, the premier health IT professional certification which measures competency in understanding the complexities of health IT across nine knowledge areas. It is through these CPHIMS professionals that healthcare will depend and entrust it most difficult challenges: those who have earned this credential have the advanced knowledge, experience, and tenacity to lead the transformation of health IT. Recognizing this workforce deficiency, HIMSS has adapted the current asynchronous CPHIMS Review Course to one that uses the principles of blended learning. And this effort is based upon my years of participation in collaborative educational opportunities that used computer-mediated communications as well as my work currently as a candidate for the M. Ed. in Adult Education. My approach is compelling: I have taken the best principles from these experiences, coupled with my advanced knowledge and understanding of health IT, as well as my experience as an association executive, and updated a course that is now agile, one that can be delivered anytime, and one that accelerates the opportunity for those who wish to prepare to earn the CPHIMS credential. Problem Approach. The re-engineered CPHIMS Review Course is comprised of four, two-hour modules delivered via WebvEx and the HIMSS eLearning Academy. While our trainers hold the CPHIMS designation, very few, if any, are trained in the principles of adult education nor do they understand how to engage learners in a virtual, instructor led training environment. As a result, HIMSS updated this course to not only train its instructors to deliver content effectively but also to position students to maximize their learning experience in a blended learning environment. Results. HIMSS has created a national model of blended learning excellence, or have we? The goals of this session, delivered via PowerPoint, are to: 1) Review the design of the virtual learning environment. Concepts include the course frequency; the structure of the virtual classroom; and establishing faculty and student expectations. 2) Explain how we prepare the faculty to teach. Concepts include using Garrison's (2000) Community of Inquiry framework; elements of the Holmberg's (2005) Theory of Teaching-Learning Conversation; general principles of how adults learn; and training on the use of the tools and technologies. 3) Define the ways that we position students for learning success. Concepts include the importance of getting to know one another, engaging the students in interactive dialogue, the importance of participation, and expectations of timely responses and access to the faculty. 4) Identify components of the Transfer of Learning plan. Concepts include pre-course survey; understanding the student motivations for attending; perceived content validity; and identifying any gaps. The target audience for this session is those who have an intermediate knowledge of blended learning techniques. Attendees will understand how HIMSS applied the convergence of academic teachings and infused them into the Association's need to educate members for professional certification needs. This proposal is most applicable to multiple types of institutions. Attendees will be encouraged to critique our approach by contributing questions and comments via a Twitter Hashtag to be shared during the Q&A. Attendees can expect to receive a supplemental handout that explains a summary of the technologies used, a description, and examples of expected use.

[Developing a Graduate Teaching Online Certificate Program](#)

Richard Fuller (Robert Morris University, US)

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Abstract

This session presents the needs analysis, competencies, knowledge and skills and the process that one university engaged to develop an online graduate teaching certificate program.

Extended Abstract:

This interactive presentation will present the steps, procedures and thought process that went into developing a graduate level Online Teaching Certificate program for K-12, higher education and training development faculty. Using an Action Research model this program looks at the current literature and practice of online education in the K-12 environment and the needs assessment process that was utilized. The focus of the presentation will be on the certificate competencies that culminate in the body of knowledge and skills necessary to effectively design and teach online courses using a Learning Management System (LMS). The presentation will compare and contrast a number of similar university programs already in existence and the utilization of National Education Technology Standards (NETS) and the National Standards for Quality Online Teaching (iNACOL) in the development of the program. Discussions will center on the pedagogical skills and knowledge that are necessary to teach students in the online environment and offers a five course sequence taught completely online. Additionally the presentation will discuss the knowledge and skill set of those assigned to teach the online teaching certificate program. The program's totally online delivery format uses a two shell teaching format, one to serve as a learning platform where students are enrolled as students and the second to serve as an online learning laboratory where participants are enrolled as instructors with full rights to change and manipulate content and layout. Discussion will center on the graduate level university certificate program and the potential toward a statewide certification. It is anticipated that this session will open dialogue and interaction on the topics to:

- Describe competencies, knowledge and skills necessary for educators to teach using a Learning Management System (LMS).
- Compare and contrast the technology and pedagogy in the online and face to face arenas.
- Appreciate the online pedagogical opportunities that exist for K-12 learning and teaching.
- Recognize the needs of educators in developing a certificate program.
- Describe how one university developed a graduate level program to address the needs of K-12 educators

[Learning to Teach Online as a Transformative Process: An Ethnographic Study](#)

Peter Rennert-Ariev (Loyola University Maryland, US)

Abstract:

This ethnographic study focuses on twelve graduate students' development as they progressed through a graduate program on online teaching and learning.

Extended Abstract:

The presentation will report on a year-long participant observation ethnographic study of twelve graduate students' learning and development as they progressed through a graduate certificate program on online teaching and learning. This program is a 15-credit on-line graduate program designed to provoke students to experience and critically reflect upon high-quality online learning; build a depth of knowledge in online teaching and learning; and engage in increasingly complex learning experiences to develop online teaching skills. The study was

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designed to uncover both participants' - and my own - understandings of the roles and competencies that they were developing as online instructors. The study is intended to contribute to a developing theoretical base that will better inform the types of pedagogical and institutional transformations necessary to support quality online teaching. While a student in this program I also served as an associate professor of education where I specialize in professional development for teachers and higher education faculty. Since my lens as a higher education faculty was coupled with my fresh perspective as a student learning to integrate online teaching strategies, I gained some unique insight on what it means to learn to teach online. In this study I bring forward my own firsthand insights from this dual insider perspective as both a participant in, and researcher of, these experiences. A growing body of research literature has emerged in the last decade examining higher education faculty experiences in online learning settings (Seaman, 2009; Zhang, J., & Walls, R. (2009). The knowledge base on high quality online teaching, however, still lacks rich, thick descriptions about the lived experiences of faculty teaching online or the changes they experience in an online learning environment. Researchers have studied online teacher roles and competencies in various higher education contexts (Anderson, Rourke, Garrison, & Archer, 2001; Berge & Collins, 2000; Graham, Cagiltay, Lim, Craner, & Duffy, 2001; Goodyear, Salmon, Spector, Steeples, & Tickner, 2001; Guasch, Alvarez, & Espasa, 2010; Salmon, 2004). As noted by Baram (2011), however, the literature tends to emphasize a "competency-driven" vision of online teaching that lacks nuanced attention to issues of empowerment of online teachers that might include promoting critical reflection, and integrating technology into pedagogical inquiry. Studies investigating online teacher roles and competencies tend to follow a "technical view of teaching," which "focus on the primacy of knowledge and value transmission rather than a broader sense of education" (Rennert-Ariev, 2008, p. 113). In contrast, this study focuses on understanding participants' experiences through transformative learning theory as a perspective that considers teachers as adult learners who continuously transform their meaning of their own development as online instructors through the ongoing process of critical reflection and action. The structure of this program, entirely online, provided a rich archive to uncover participants' learning and development. Data sources included student work products, reflective blogs, individual assignments, group assignments, as well as transcripts of synchronous and asynchronous discussions. In addition I focused on my own learning through my own reflective blog that kept as a student and researcher. In addition, two ethnographic interviews were held with each participant in the program focused on their developing understandings of their own competencies as online instructors. Data analysis processes adhered to systematic analytical and iterative stages common in qualitative research. Drawing from the work of Glaser and Strauss (1967) on grounded theory and Eisenhardt's (2002) building theory from case studies, techniques were used to develop and build the themes from the cases. The data analysis occurred in three stages: (1) Mining all interviews for contextual information, (2) Within-case analysis, and (3) Coding in spiral; (4) Combining within- and cross-case analysis. I plan to use a number of strategies to ensure credibility: (a) triangulation using a wide range of informants, (b) peer debriefing, (c) member checking, (d) providing a rich description of the context (Lincoln & Guba, 1985). A central theme in participants' understanding of their developing competencies as online instructors was their understanding of the centrality enhancing the instructor's social presence. Participants emphasized that

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teaching presence is a significant predictor of students' perceived learning, satisfaction, and sense of community. Participants frequently discussed that social presence is essential to creating effective online environments and constructed many strategies that instructors may deploy to create a community of inquiry supported by strong social presence. Participants also focused on innovative and effective uses of various e-tools that can be used to promote synchronous and asynchronous forms of communication. Participants noted various e-tools that can be easily learned and implemented and, in so doing, help them to construct a larger repertoire of strategies they could use depending on their particular learning goals and the needs of their students. Finally, participants noted that their competencies were closely related to their capacity to work effectively within their own organization/institution to gain the resources and support that they need. Some participants had envisioned online learning as taken place primarily in individual interactions between students and the instructor. Several program experiences, however, helped render participants more aware of the significant role that the instructor has in building community and of ways to develop ongoing and meaningful interaction among students. Participants found these goal to be important as they generated strategies to increase opportunities for their students to collaborate and develop a healthy learning community. The study highlights the challenge that online instructors face "to move to something new when the patterns of behavior required for success are not fully established" (Natriello, 2005, p. 1890). Because of these patterns many online learning practices are employed in limited ways, such as relying heavily on the replication of traditional classroom environments. New approaches to professional development in online learning will need to go beyond merely encouraging practitioners to replicate existing models of teaching and learning. By better understanding how practitioners in various contexts learn to develop competencies to teach online - including attending to social presence, e-learning tools, and organizational context - greater opportunities will emerge to construct professional development for online teaching as a transformative experience that uncovers new affordances for powerful learning.

[Teaching Military Learners Around the World: A Holistic Approach](#)

Amity Hall (UMUC, US)

Richard Powers (University of Maryland--Europe, City Colleges of Chicago, University of Stuttgart, US)

Richard Schumaker (University of Maryland University College, US)

Abstract:

UMUC's holistic approach prepares faculty to teach military learners - a large global population with complex needs. Learn about best practices that support student success.

Extended Abstract:

For the last three years, the University of Maryland University College (UMUC) has offered an online faculty development workshop entitled "Working with Military Learners." This workshop addresses the complex needs of UMUC's large military student population. Its approach is holistic: it involves administrative, pedagogical, conceptual, and technological elements. Moreover, the course shares valuable insights gleaned from hundreds of conversations between military members, UMUC faculty, UMUC administrative staff, and the civil servants (education service officers and counselors) who administer military education for the US

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Federal Government. It is the integration of these diverse elements that is the key to the success of this important workshop. UMUC has a special place in the world of military education. From its inception in 1947, UMUC has had a strong, idealistic commitment to bringing the highest quality education to the US military community. Currently, UMUC enrolls around 55,000 active duty military, reservists, dependents and veterans in courses offered at more than 150 military installations and operating locations on four continents. These students make up more than 50% of UMUC total student enrollments, which currently stand at over 92,000 worldwide. UMUC has more than 5,000 faculty, most of whom are likely to encounter military students in their classrooms. In an effort to help faculty meet the challenges involved, the idea for this workshop was suggested by the dean of UMUC's Undergraduate School, Dr. Marie Cini, and her director of Psychology, Dr. Thomas Bailey. The course was originally developed by UMUC's award winning Center for Teaching and Learning (CTL) in fall 2009. Since then, the course has been regularly filled by faculty who teach stateside and overseas. In winter 2012, CTL revised the workshop by shortening and restructuring it, summarizing best practices, and introducing several innovations. The workshop has an easier to navigate, attractive new layout and an expanded listing of links to online resources and social networking sites, enabling faculty to have ongoing access to the most current information. This workshop has a very practical application: to adequately prepare UMUC faculty to teach service members in all services and in a tremendous variety of environments. The workshop offers faculty essential information, resources, and guidelines for working effectively with this complex learner population. The key aspects of the workshop include:

- basic orientation to US military culture and protocols
- best practices for working with military learners
- strategies for addressing special issues such as situational, medical, and psychological challenges
- the use of realistic case studies and testimonials written by faculty about their experiences working with military learners
- facilitated peer learning and problem solving opportunities
- links to relevant social networking websites and other resources

The heart of this workshop articulates, in considerable detail, important best practices for working with military students. These best practices will serve as an invaluable addition to any faculty member's existing teaching practices. More specifically, here are the best practices communicated in this course:

- Familiarity with the world of military learners
- Outreach to military students: beginning, middle, and end of course
- Course design with military learners in mind
- Sensitivity to service members' medical and psychological issues
- Flexibility and fairness in the face of schedule disruptions
- Professional objectivity when political and military security issues arise in the classroom

The creation of this workshop draws on several important sources. Its original co-author, Richard Schumaker, taught throughout the European Division of UMUC for more than two decades on bases and posts. From these experiences, he gained firsthand knowledge of the social and military challenges encountered by faculty. Over the last year, Richard has presented and written widely on working with military learners to academic departments, the wider faculty community and to the Maryland Initiative for Military Education. The redesign of the workshop was managed by CTL's Amity Hall, an instructional designer with 15 years of experience in developing online and face-to-face instruction. Since joining CTL in 2010, she has presented on military learning at conferences throughout Maryland. Rich Powers, course co-author and lead workshop facilitator, has 28 years as an officer in the U.S. Army and army reserve and 24 years of teaching military service members and their family members for UMUC.

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CTL senior trainer, Deb Hullet, was also a major contributor to this workshop. She has been facilitating CTL workshops for the past 11 years and has taught government and history courses for the UMUC since 1996. In conclusion, the presentation provides an enlightening look at how UMUC's Center for Teaching and Learning provides targeted training that prepares its faculty to teach a large, specialized learner population - military learners. The workshop is holistic: it provides a comprehensive introduction to military culture, the educational infrastructure and resources, insights into student issues and pedagogical challenges, and valuable best practices. It will be this successful unification of diverse themes that is emphasized in this Sloan-C presentation. References Baker, A., (2008), *Life in the U.S. Armed Forces: Not just another job*, Westport, Connecticut, London: Praeger Security International Starr-Glass, D., (2011), *Military Learners: Experience in the Design and Management of Online Learning Environments*, Creative Commons, http://jolt.merlot.org/vol7no1/starr-glass_0311.pdf Vogel, S., (2012), *Army probing PTSD diagnoses at all of its medical facilities*, The Washington Post - Stars and stripes articles, <http://www.stripes.com/news/army-probing-ptsd-diagnoses-at-all-of-its-me...> UMUC, (2012), *UMUC At-a-glance*, UMUC Intranet, <http://www.umuc.edu/visitors/about/ipra/glance.cfm>.
Session Learning Outcomes: • Articulate CTL's holistic approach to preparing its faculty to teach military learners • Explain the importance of being familiar with military culture, educational infrastructure, and resources • List key challenges involved in teaching students in the US military in 2012 • Identify strategies for dealing with issues such as PTSD, disability, etc. • Articulate and apply best practices for teaching military students
Level of participant engagement: The presentation will include interactive questions and answers. Who will benefit: Anyone interested in the education of US troops will be interested by this presentation. Faculty who have military learners among their students will benefit. Materials provided - Power Point slides handout packet, web links

Lead Presenter

[21st Century Instructional Planning Tool: Bloom's Digital Taxonomy](#)

Lisa Kangas (Walden University, US)

Barbara Jordano (University of Phoenix, US)

Abstract:

Bloom's Digital Taxonomy, an effective instructional planning tool, will provide facilitators with a means to meet technology learning demands of the 21st century.

Extended Abstract:

Facilitators need an effective instructional planning tool in order to meet the technology learning demands of the 21st century. Bloom's Taxonomy and Bloom's Revised Taxonomy instructional planning tools have provided instructors with these necessary requirements in the past; however, in today's digital world, influenced by emerging tools and technologies, reconsideration for improvements to these instructional planning tools is highly critical. The importance for instructors to utilize enhanced instructional planning tools like Bloom's Digital Taxonomy, which now includes technology tools, will strategically improve course development. The conceptual framework of Bloom's Taxonomy, now Bloom's Digital Taxonomy, is a simplistic tool for facilitators to generate ideas to accommodate instructional

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learning goals. In addition, the approach of this newly revised digital taxonomy, like other taxonomies, will promote initiation of a learning process that starts at any point on the taxonomy. The implication of sharing the use of Bloom's Digital Taxonomy and promoting it as a best practice with other facilitators and other academia leaders from various Universities will enhance the learning process of the 21st century learner.

Summer or Semester? Comparisons of Two Programs in New Online Course Creation

Angela Velez-Solic (Indiana University Northwest, US)

Abstract:

What works best, online course development over the summer or during the semester? You decide.

Institutions that are state funded typically do not have funding to hire instructional designers to design 'canned' courses that all faculty members teach; perhaps they wouldn't even if the funding weren't available. Creating new online courses can be a very time consuming process and for institution that are a bit behind (or in some cases extremely behind) the technology train, catching up might seem impossible. However, the presenter has experience at two different institutions with two distinct programs, both of which she has helped create. One program took the fast track-- 9 weeks to a new online course. Faculty members applied for the program, and, if accepted, received a stipend to create a course during that time to be taught in a future semester. The program was blended and took place over a 9 week period. The first requirement, however, was a completely online 4 week course. The other program took the meandering track and faculty members also applied and also received a stipend; however, this program took place over the course of two semesters and did not involve summer work. This program was also blended with the first part (4 weeks) completely online. The presentation will demonstrate both programs in detail. Details include: a) how faculty apply b) who approves which faculty get to participate c) stipend information d) per-requisites for application e) how each blended course was designed (what was covered during the program) f) expectations of faculty (deliverables) g) the results of both programs (how many faculty members completed, etc.) Attendees will leave the session with two distinct ideas about how traditional universities in the Midwest have tried to catch up to those who offer more online courses and whether or not one or both approaches would work best in their academic contexts. tended Abstract:

Wordpress: An Alternative to the Standard Learning Management System?

Samantha Duncan (Syracuse University, US)

Jeff Fouts (Syracuse University, US)

Abstract:

Educators do not have to confine their coursework to a learning management system. Get back your freedom with a Wordpress site!

Extended Abstract:

You either love 'em or you hate 'em. The ubiquitous learning management system (LMS). The learning management system is being utilized in various levels of the educational system from K-12 to community colleges to universities. There are the highly priced versions and there are

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the open source renditions, each having their own set of strengths and weaknesses. This presentation will be best suited for the Faculty and Professional Development and Support track because it will feature best practices on pedagogy and information technology for educators and support staff who want to take the leap into the area of online and blended learning utilizing Wordpress as a platform. The questions that will be posed in this presentation are the following: What if you didn't have to use a learning management system to distribute your coursework? What are the alternatives? This presentation is going to challenge the use of an in-house LMS by demonstrating the functionality and advantages of using Wordpress. Only in recent years have educators and support staff begun to take full advantage of the strength held within "blogging" applications. The question is why? Perhaps because they have not been fully exposed to such tools, or maybe they believe the learning curve is too great and they think they are not tech savvy enough, or that the development warrants too much time, which they cannot commit or even because it's the fear of the unknown. This session will help to alleviate many of these concerns. Participants will benefit from attending this session by gaining insight on the capabilities, flexibility, ease of use and openness of Wordpress. Participants will learn:

- How easy it is to create a Wordpress site for teaching and learning
- Improve communication
- How to support their site for continual use
- How to uncover the power of specific widgets and plugins to diversify their site
- How they can troubleshoot problems, if they arise.

This session will contain both theoretical and practical evidence of how Wordpress can generate greater engagement among instructors and students. Jones's (2006) study found the following: Instructors are finding that using a course blog offers a possible alternative to traditional LMS such as Blackboard or WebCT. It is possible to create a more student-centered learning environment using blogs, particularly if students create blogs that they control and whose content they own. Student blogs can be linked to a course site (or blog), even to a conventional LMS. The difference, especially to LMS discussion forums, is that through their own blogs students connect not only with their school communities, but also with other communities (social, professional, family, hobbies), including ones, which may be important for them after graduation. A student blog, in addition to serving as a social and educational tool, can also function nicely as a personal portfolio. (p.4) Throughout this presentation participants will be exposed to a practical exhibition of a Wordpress course site. This demonstration will depict advantages of using Wordpress multi-user for the instructor and student. Items that will be considered are instructional design, Wordpress best practices, creation of multiple individual blogs, course copy, RSS feed, content archival, scheduling, assignment creation, and grading functions. Research has revealed that instructors benefit from and rely heavily on the opinions of other instructors, and for this reason this session will provide examples of Wordpress LMS use and reactions not only from Syracuse University, but from other universities as well. Unfortunately, there is no software application that can handle all of the demands of today's' instructors, but Wordpress comes pretty close to handling a lot of them. For those demands that Wordpress cannot handle, or cannot handle well, this session will focus on workarounds to these types of demands. During this portion of the presentation not only will challenges be discussed, but also what has been learned from these challenges and how these challenges have been overcome. Because Wordpress is being utilized more and more in the university setting, a community is beginning to form. This community has been created to help educators and support staff maneuver their way through the challenges of using a tool like Wordpress.

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Also, the community has been created to provide training strategies, execution and instructional design techniques and helpful tips providing educators valuable, additional resources. This session will discuss who this community is and where the resources are located. Web links, slides and an interactive poll will be the materials included in the presentation. The majority of the presentation will be an information session, but in order to encourage engagement there will be live polling to collect participant reactions and for participants to ask questions. By the end of this presentation participants will have the knowledge on how to get started and where they can turn to for help. There is no doubt that this session will provide valuable knowledge and a unique experience for those who attend. Godwin-Jones, R. (2006). Emerging Technologies. Tag Clouds in the Blogosphere: Electronic Literacy and Social Networking. *Language Learning and Technology*, 10, 8-15.

[Effective Evidence Based Faculty Coaching for Enhanced Engagement in the Online Classroom](#)

Lori LaCivita (Walden University, School of Psychology, US)

Abstract:

Gain tools to enhance faculty emotional intelligence which in turn will augment learner centered approaches and increase engagement, retention and performance in the online classroom.

Extended Abstract:

Online education is becoming one of the most effective forms of instructional delivery for adults as the demand for online programs continues to grow. However, as many as 50% of students fail to complete their on-line courses, which is more than 20% higher than traditional courses (Lorenzetti, 2003). These findings emphasize the need to develop strategies to address learner centered approaches that result in higher levels of student engagement and retention. The challenge becomes how to coach faculty to effectively implement these strategies in order to address these issues. Positive psychology and more specifically, emotional intelligence, has emerged as a key element in examining outcomes of academic achievement. Evidence-based coaching to enhance emotional intelligence competencies can result in faculty becoming more learner centered which in turn, provides faculty with the skills and insight to engage students more effectively with successful academic outcomes. Using a positive psychology framework, this presentation will explore the powerful correlation between emotional intelligence, learner centered approaches, and evidence-based faculty coaching/development to increase student engagement and retention. Specific assessments, coaching attributes, competencies, skills and strategies will be evaluated, and applied in order to develop emotional intelligence of faculty which will support the implementation of learner centered approaches to improve student engagement, retention and performance in the virtual classroom. Lorenzetti, J.P. (2003). Understanding adult learners: Key to successful programs. *Distance Education Report*, 7(23), 4,6.

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Creating Recipes for Student Success via Effective Online Teaching and Learning

Cynthia Howell (Capella University, US)

Barbara Keener (Capella University, US)

Nick White (Capella University, US)

Abstract:

Learning effectiveness in online courses happens when we intentionally create recipes for student experiences within the context of Tinto's conditions for student success.

Extended Abstract

How do educators create conditions for student success in online courses? Learning effectiveness is dependent upon what Tinto (2009) identified as four conditions for success: high and clear expectations, academic and social support, meaningful assessment and frequent feedback, and academic and social involvement. A fifth condition is relevance of learning. For their take-aways from workshop activities and guided discussions, participants will generate ways to translate each condition for student success to online learning; they will also gain best practices as synthesized from studies by Moore (2011), Rovai and Downey (2010), Keller (2008), and Grant and Thornton (2007). The goal of the workshop is to foster reflection about and practice toward learning effectiveness to help students "become more aware of learning, more motivated and self-directed, and more confident" (Moore, 2011, p. 7).

In the midst of rapid change in e-learning, educators look to new approaches to online teaching, learning, and assessment at the same time that we continue practices that have served our students well. Successful innovation depends on our ability to join proven practice with emerging knowledge. In this workshop, participants will engage in conversation and activities to make decisions to nourish learning effectiveness, merging their own concepts with those from other participants and from what is known to work in online learning. Just as students "need to make interpretive sense of their learning process and to integrate their past experiences with new information" (Bannan-Ritland, Bragg, & Collins, n.d.), educators need to examine how they facilitate learning and integrate new ideas into existing practice.

Bannan-Ritland, B., Bragg, W., & Collins, M. (n.d.). Linking theory, educational constructs, and instructional strategies in Web-based course development. Retrieved from <http://www.virtual.gmu.edu/EDIT611/BannanWB.pdf>

Grant, M. & Thornton, H. (2007). Best practices in undergraduate adult-centered online learning: Mechanisms for course design and delivery. *MERLOT Journal of Online Learning and Teaching*, 3 (4). Retrieved from <http://jolt.merlot.org/vol3no4/grant.htm>

Keller, J. M. (August, 2008). First principles of motivation to learn and e3-learning. *Distance Education*, 29(2), 175-185.

Moore, (December, 2011). A Synthesis of Sloan-C effective practices. *Journal of Asynchronous Learning Networks*, 16(1), 91-115. Retrieved from http://sloanconsortium.org/sites/default/files/jaln_v16n1_7_A_Synthesis_of_Sloan-C_Effective_Practices,_December_2011_0.pdf

Rovai, A.P. & Downey, J.R. (2010). Why some distance education programs fail while others succeed in a

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global environment. *Internet and Higher Education* (13), 141-147.

Tinto, V. (2009, February 6). How to help students stay and succeed. *Chronicle of Higher Education*, 55(22).

Agenda: Using an eight-course dining motif, the workshop agenda offers an overview of Tinto's conditions for student success and strategies for discussion of how to implement the conditions in online education. Following introductions and an overview of current practice and emerging trends in online learning, the presenters will introduce the five conditions as main course "entrees," engaging participants through small group discussions, interactive handouts, partner exercises, idea-sharing between groups, and reports of small group discussion highlights as presenters facilitate and record summaries to be compiled into a "cookbook" as a take-away for all participants.

The Appetizer: A Taste of the Rapidly Emerging Trends in Online Learning
(PowerPoint presentation)

Soup & Salad: Hot Topics and Crisp Exchanges featuring highlights of trends/Participant and presenter Q & A

The Main Course(s): Five Entrees to Student Success in Online Learning

1. Entree 1: "high and clear expectations" (small group discussion)

Consolidation of ideas (presenters facilitate/record)

2. Entree 2: "academic and social support" (small group discussion)

Consolidation of ideas (presenters facilitate/record)

3. Entree 3: "meaningful assessment and frequent feedback"

a. "quiz" activity to evaluate examples of content and tone of feedback (individuals/small groups)

b. assessing learning (evaluate examples followed by small group discussion)

c. tips for frequent and prompt feedback (small group discussion)

Consolidation of ideas (presenters facilitate/record)

10- minute break

1. Entree 4: "academic and social involvement" (small group discussion)

Consolidation of ideas (presenters facilitate/record)

2. Entree 5: "relevance of learning" (small group discussion)

Consolidation of ideas (presenters facilitate/record)

Dessert: Whipping up the Crème de la Crème for Effective Online Learning

Presenters record a summary of participants' small group discussions)

Master Chefs: Aligning Participants' Best Practices with Recognized Best Practices in the Field (Presenters facilitate review/PowerPoint)

The Doggie Bag Take-Aways: What can participants take from the workshop back to their own students? (Presenters will record the workshop proceedings and prepare a final "cookbook," *Mastering the Art of Online Teaching and Learning for Student Success*, to be made available online to all workshop participants.)

Learning Objectives:

Workshop participants will be able to

1. Identify and describe five conditions for student success.

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2. Formulate several ways to ensure application of each condition to online learning.
3. Evaluate means of assessing student learning online.
4. Determine effective content, tone, and frequency of feedback to students.
5. Relate practices developed in the workshop to those presented from selected studies on effective online education.
6. Provide a rationale for applying the five conditions for student success to foster effective learning and persistence in online education.
7. Apply workshop take-aways to their own educational practice.

In-service Teachers' ICT-TPCK Development in an Elementary Mathematics Master Teacher Program

Beth Bos (Texas State University-San Marcos, US)

Kathryn Lee (Texas State University-San Marcos, US)

Abstract:

This study investigated the effects of a series of co-constructivist mathematics content courses built around PBL and the use of technology on development of ICT-TPCK.

Extended Abstract

Today's teachers have not learned their content with technologies or had essential experiences in learning with new and emerging technologies. They are not prepared to engage in the strategic thinking for knowing when, where, and how to use domain-specific knowledge and strategies for teaching with technologies (Niess, 2011). A conceptual model that stresses the need for technological, pedagogical, and content knowledge known as TPACK, and Angeli and Valanides' (2009) term ICT-TPCK, provides a framework for building a connected vision of instruction with technology. TPACK represents the center of the interrelated knowledge structures (technological, pedagogical, and content knowledge) and is associated with pedagogical actions and reasoning. The intersection is where cognition develops a transformative understanding of a concept with the aid of technology. When applied correctly, technology can be effective in connecting abstract concepts to a functional visual model that students can interact with in a meaningful way and makes it ideal for the teaching and learning of mathematics. TPACK Levels rubric was based on the TPACK framework for teacher growth for technology integration in the classroom through 5 progressive levels in each of the four components of TPACK (Niess, 2010). Each row of the rubric represented a specific TPACK component; each column represented specific TPACK levels, ranging from Recognizing (1), Accepting (2), Adapting (3), Exploring (4), to Advancing (5). The rubric assesses teachers' TPACK level based on qualitative data collected from teachers (e.g., written artifacts, lesson plans). This study examined an Elementary Mathematics Master Teacher (EMMT) program to determine the effect of a series of co-constructivist mathematics content courses built around problem-based learning and use of technology on development of ICT-TPCK and to investigate teachers' strategic thinking and actions with respect to integrating technologies as learning tools. Schmidt et al., (2009) survey investigated in-service teachers' view of knowledge related to TPACK components. Additionally, Lyublinskaya and Tournaki's (2011) lesson plan evaluation form determined the extent to which the inservice teachers actually integrated TPACK knowledge into their lesson plans. Lesson plans were examined to determine teachers' strategic thinking on when, where, and how domain-specific knowledge and skills were used when guiding student learning with appropriate

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information and communication technologies (Niess, 2011). Method A non-experimental pretest posttest design and a qualitative lesson plan rubric were used with 30 kindergarten through six grade teachers who have had at least 3 years of teaching experience and have students classified as at-risk as indicated by the Texas Department of Education. The study represented a wide range of elementary teachers (age, nationality, type of school environments) who all teach at-risk students. The study investigated the following: 1) What is the effect on teachers' TPCK when comparing survey scores for inservice teachers at the beginning and end of their EMMT program? 2) What patterns emerge in comparing the lesson plans over the course of the program? Results and Findings After administering TPACK survey (Schmidt, et al., 2009) results of matched-pairs t-test for TPCK, the complex intersection of the TPACK elements, yield a statistically significant improvement as the result of the intervention ($t(74) = 7.01$) with an effect size greater than one standard deviation. These significant t scores and effect sizes indicate a remarkable improvement. Of particular note is the significant gain in TPCK, "the interaction of content, pedagogy, and technology knowledge" (Koehler and Mishraq, 2008, p. 17). These significant gains reveal a powerful transformation of inservice teachers' attitudes toward the use of technology. The qualitative analysis of the 5E lesson plans with two coders rating the ICT technology implied an increase in technology use over the three-semester sequence (mean first semester 1.24, second semester 2.93, and third semester 3.63 out of a total of 5). By the third semester inservice teachers were using technology less as an add-on and more for exploration and conceptual development often extending a hands-on mathematics lesson. According to the modified Lyublinskaya and Tournaki's (2011) rubric technology was used for motivation during the first semester, rather than actual subject matter development. All learning of new ideas presented by the teacher was facilitated with technology; technology did not include inquiry tasks. The teacher did not use technology for learning mathematics and technology; if used, the technology was not aligned with curriculum goals. Discussion During the first semester of the EMMT program inservice teachers were taught about mathematical and cognitive fidelity and the role of technology as a tool to develop concepts, yet the lesson plans they created at that time ranked only at a Recognizing Level, the first stage of Lyublinskaya and Tournaki's (2011) rubric. During the second semester of the EMMT program inservice teachers practiced the use of GeoGebra, graphing calculators, and Google Sketch-up in ways that would deepen students' conceptual understanding. Their second-semester lesson plans and presentations ranked at the Adapting Stage. They now used technology in a way that was new and different from teaching without this technology (dynamic nature linked representations and used for learning new knowledge by students). In their lesson plans, the teachers focused on students' thinking of mathematics while students themselves were using technology-both for learning new knowledge and reviewing prior knowledge. During the third semester of the EMMT program, inservice teachers reviewed the teaching of statistics, practicing with Tinkerplots and graphing calculators. In subsequent lesson plans, the teachers had students use technology to explore and experiment to gain new knowledge by making connections through doing mathematics and inquiry activities. The third semester coded average indicated that the inservice teachers advanced to the beginning of the Exploring Stage. During the coding process, investigators realized that 5E lesson plan format enabled them to easily identify when, where and how technology was being integrated. Technology could be used in any portion of the Engage-Explore-Explain-Elaborate-Evaluate 5E cycle. The investigators also found that where the technology was integrated into the 5E cycle often determined the corresponding TPACK level according to the rubric. Further research is needed to explore the connections between the TPACK lesson plan rubric and integration of technology within the 5E learning cycle.

Learning Effectiveness

Student Reflection Blogs to Communicate Lessons Learned in the Complex World of Service Learning

Nicole Marcisz (Regis University, US)

Terry Buxton (Regis University, US)

Abstract:

Mirror mirror on the wall who has the best reflection of all? Compare the advantages of blogging versus papers or discussion forums for reflective practice.

Extended Abstract

After attending this presentation participants will be able to evaluate the appropriateness of student reflection blogging as an effective tool to assess student learning. Participants will receive samples of service learning reflection papers and student blogs with accompanying grading guidelines/rubrics and evaluate learning between the two formats. Decisions can also be made about blogging applicability and appropriate usage for their own courses or programs. This presentation has implications for a variety of fields such as business, health care, teaching effectiveness, or any professional discipline in which a person wishes to continually grow their individual practice. Context: Part of Regis University's mission is "service to others." Students are required to participate in a variety of service learning projects where they are working with diverse, vulnerable or under-served populations within their program. The overarching objectives for service learning include personal growth, civic engagement, and academic enhancement to support the development of the whole person also known as Cura Personalis. Problem: Previously, methods of assessing online learning of service learning experiences occurred through academic reflection papers and discussion forums. Despite guided questions to assist the reflective process, students were very superficial in their analysis of their learning. It was a detached and shallow reporting of events. They tended to define what they think service learning should be rather than the lessons learned from their experiences. The format for this reflection assessment was analyzed and determined as cause of the problem.

Blogging vs. Written Paper or Discussion Forum Blogging:

- Greater analysis of experience o Blogging releases boundaries and restrictions that may be imposed when writing an academic paper.
- It allows students to disclose their attitudes and beliefs with honesty and sincerity. o Permission is given to review images and actions of what transpired during the activity to find greater meaning and illustrate life lessons learned.
- Students can undertake the exploration of the process of learning. • Students take ownership and personalize their blog.
- The combination of blogging and specifically crafted grading rubrics can provide greater objectivity in assessment of learning.
- Blogs can be used in other courses to continue the practice of reflective learning; on their own, students can look back to examine their growth over time.

Written Paper:

The writing tends to be clinical, cold, or a bizarre 3rd party representation of the event as writers follow APA or other formatting requirements.

- Scholarly papers are generally limiting in that they often have a page length and citation requirements.
- It can be challenging to evaluate personal perspectives and reflective learning when lack of analysis is present.

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Discussion Forum:

In a discussion forum, everything is visible to the entire class.

- With a blog, students choose if they want to share it with others. (Blogs provide the flexibility to share with peers, family, employers, and even the agencies they volunteered for.)
- In a discussion forum, students may feel lost among a large group or limit themselves to reading a few rather than all postings present.
- The act of blogging is a conversation with oneself (like a memoir) as opposed to a discussion with peers in a threaded forum.
- A discussion forum is limited within a course and goes away when the course ends, whereas blogs carry beyond the course.

Approach: An approach was developed to replace formal papers. Students were asked to blog about their service learning experience(s). The purpose of this activity was not just "an assignment" but also to encourage the use of reflection as it relates to learning. The blog format was chosen for its versatility and capability to break boundaries and allow for openness and honesty. As a starting point, the instructor shared her blog of service activities with students to demonstrate the conceptual difference between a formal paper and the blogging reflection. Guidance was provided with links to different reflective models and a grading rubric to assist students in deconstructing the meaning of their experience. The grading rubric follows the Ignatian Model of Guided Reflection for Context, Experience, Action, and Evaluation from three perspectives: Personal Growth, Civic Learning, and Academic Enhancement. Rather than listing a series of events to describe one's activities, students were encouraged to share and analyze the meaning of their experiences. Instead of evaluating just the writing and content presented, evaluators objectively assessed the quality of learning that occurred based on the expressed critical thinking of the students' experiences as they moved through the reflective process. In this case, the instructor provided feedback into the grading rubric and then returned it to the student outside of the blog. Results: After a year's use of blogging for reflections it has been amazing to compare before and after results. For the instructor, a tedious evaluation has been turned into an enjoyable process. Through blogging, the student became highly engaged in relating their experiences and reflecting on the meaning of their learning, making it a shared experience between the instructor and the student. Deeper self-analysis of meaning was related in an authentic and heartfelt manner so the instructor could begin to understand why a particular student interpreted a situation in a given manner. Comparative "word clouds" of papers and blogs revealed stark contrasts in words such as author and populations versus care and service. Overall, the blog format for student reflections appeared to be a good fit.

Assisting On-line Student Researchers to Understand and Apply Research Ethics Principles

Leilani Endicott, (Walden University, US)

Jenny Sherer (Walden University, US)

Marydee Spillet (Walden University, US)

Abstract:

Identifying best practices when assisting on-line learners to understand the importance of research ethics.

Extended Abstract

Learning Effectiveness

Research ethics spans all aspects of the university's research standards including protection of human subjects and responsible use of data collection tools as well as accurate and professional representation of researchers, research activities, datasets, and analyses. Often, a short-sighted approach is taken, such that student researchers focus on doing what it takes to be able to conduct research, as opposed to fully understanding what it means to conduct research in an ethical manner. There is a mistaken belief that ensuring research is conducted in an ethical manner ends once appropriate institutional approval has been obtained. As novice researchers, students are often unaware of the complex dynamics that intertwine during all phases of the research process that ensure the research is above reproach. This is further complicated in an on-line setting where face to face oversight cannot occur. Ensuring student researchers have access to applicable documents/information is complicated due to the fact that providing too much information at one time could lead to critical information being missed in the wealth of information provided. When researchers do not consider the importance of research ethics in all stages of the research process, they run the risk of being cited for research misconduct, either through innocent mistakes or blatant disregard. Research misconduct includes data fabrication, data omission, data falsification, misrepresentation of results, misrepresentation of researcher credentials, plagiarism in research documents, and any other action (or lack thereof) that falls short of professional conduct of research. Non-compliance with Institutional Review Board (IRB) policies is also considered to be research misconduct. Traditionally, quality assurance is the approach taken for compliance programs. It is typically reactive and retrospective with the tasks of policing, finding mistakes, and assigning post hoc consequences. To better prepare student researchers though, a secondary approach more aligned with quality improvement; which involves both prospective and retrospective work, must also be adopted. The main tasks of this approach are supporting self-assessment among researchers and continuously improving the research support system to prevent problems. It is the adoption of both models (quality assurance and quality improvement) that has led Walden University to address research ethics concerns using a three-part compliance program: 1. Preventive: Components of this branch include researcher education, researcher self-assessment, faculty supervision of student researchers, and IRB submission support as well as outreach within the various communities with which Walden researchers engage. 2. Monitoring: Components of this branch include checking IRB-approved studies for compliance through staff/faculty supervision and audits (i.e., comparing completed studies to check that they did not deviate from IRB-approved procedures or involve any other type of research misconduct). 3. Reactive: Components of this branch include investigating and resolving reported IRB violations, Serious Adverse Events (SAEs), and research misconduct. It is not enough though to simply inform researchers what a compliance office thinks they should know. Care must be taken to ensure that information which is shared is understood so as to promote applicability of such policies. Toward this end, the compliance staff puts significant effort toward identification and resolution of barriers to compliance. For example, all researchers are invited to provide anonymous feedback about the ethics review process and/or to identify what was confusing. These data are then used to inform on what additional educational resources should be made available or how to revise current documents to provide better support at earlier stages of the research process. Furthermore, when and where to provide relevant guidance is also considered to ensure researchers obtain the necessary information at a time when it can be best understood. It is this constant process of evaluating, implementing, and re-evaluating the model that enables the Compliance Office to not only inform researchers about applicable policies which would impact their research, but to provide just-in-time support to better ensure researchers understand why the policies are in place and how those policies ensure the highest ethical standards.

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Reliability and Validity of Graduate-Level Online Grading Rubrics

Abstract:

Grading Rubric Quality - An ongoing research program on evaluating and improving online grading rubrics

Extended Abstract

Assessment of student learning is currently an important emphasis of regional and specialty accreditation. The methods used to assess student learning need to be based on sound principles. Grading rubrics are significant components of the assessment plan in online educational programs. Instruction in online educational programs is provided by faculty diverse experience and commitment, including seasoned and new, and full-time and adjunct faculty. Concerned with equitable and fair feedback for students, faculty members from one online Master of Science in nursing program have developed a model and program of research and evaluation to assure the inter-rater reliability and content validity of the rubrics they use to grade threaded discussions (TDs) and assignments. The model prescribes (1) a program of periodic calculation of the inter-rater reliability of grading rubrics, (2) faculty training on rubric use, and (3) a continuing cycle of quality improvement of feedback to students. This presentation will describe research conducted on the TD grading rubric thus far. Future research will focus on continual quality improvement of the TD rubric and inter-reliability of assignment grading rubrics. Faculty members use the TD grading rubric to assess student discussions in several areas: The application of literature in discussions; personal and professional insights related to the topic being discussed; organization; interactive dialogue with other students; and grammar, syntax, and application of American Psychological Association (APA) formatting. These criteria were developed based on faculty knowledge and experience. The content validity of the grading rubric was assured with a review of literature related to what is typically included in TD assessment. Though the grading rubric has face validity, faculty's interpretation of the criteria on the rubric must be accurate, and their grading should be consistent. The validity of a grading rubric depends in part on its reliability. The following questions were addressed in the initial phase of the research: "Do faculty members apply the TD grading rubric similarly, and does the grading rubric reflect the student knowledge and skills intended by faculty?" Faculty members randomly selected weekly posts of 20 students in an evidence-based practice nursing course, resulting in 196 sets of posts related to TD questions. Two faculty members simultaneously applied the rubric to each student's set of posts. Cohen's kappa was used to estimate inter-rater reliability. A Cohen's kappa of 0.23 was obtained, $p < .001$, and the percent agreement between raters was 0.56, indicating that the two raters were not grading the threaded discussions consistently. Most of the differences between raters occurred in the interpretation of the first criterion related to the application of literature. These differences were described qualitatively as subjectivity and rater biases, differences in training between the two raters, lack of clarity of the TD grading rubric, and lack of specific training related to the research. Since neither the Cohen's kappa nor the percent agreement was adequate in the original study, faculty members have revised the grading rubric, including written guidelines for its use. Faculty is now conducting a second study of inter-rater reliability to determine if the changes made to the rubric result in improvement. Future research will involve examining assignment grading rubrics as well as TD grading rubrics and developing a program to train new faculty on the use of rubrics, to develop accurate guidelines for grading TDs and assignments, and to pursue a program to continually improve grading and feedback for students

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Designing for Diverse Learners: Applying Universal Design Principles in the Online Environment

Amy Sugar (University of Central Florida, US)

Nancy Swenson (University of Central Florida, US)

Abstract:

Learn how applying Universal Design concepts while designing online instructional activities, interaction, and assessments benefits all students while addressing accessibility issues upfront.

Extended Abstract

With the growing population of diverse learners in the online environment (e.g., various learning styles, cultures, ages, and students with disabilities), faculty members and instructional designers should consider using Universal Design for Learning (UDL) principles when designing and developing online courses. Applying UDL principles to online course design will help meet the needs of diverse learners, provide a variety of strategies to engage these learners, and also address accessibility issues from the get-go. "Universal Design means that, rather than designing for the average student, you design instruction for students who potentially have broad ranges with respect to ability, disability, age, reading level, learning style, native language, race, ethnicity, and other characteristics." (Burgstahler, 2010). In this session, we will discuss the theory of Universal Design for Learning and how to apply these concepts when designing instructional activities, interaction, and assessments for the online environment. We will address how applying UDL concepts benefits all students by promoting learning online and addresses accessibility issues upfront. We will also showcase strategies and resources that empower faculty to apply UDL to their course design and select multimedia resources that are accessible and support diverse learning styles. This session will be interactive and engage attendees with discussion throughout the presentation and an opportunity for questions and answers. We will also provide practical resources for attendees, including web resources related to UDL and accessibility, which may be used to design and develop online courses. Session Outcomes: • Identify the theory and concepts related to Universal Design for Learning • Discuss the benefits of applying UDL when designing online courses to meet the needs of diverse learners • Explore strategies to incorporate UDL when designing online courses • Discuss the importance of creating accessible materials in the online environment • Explore available online resources to assist in the application of UDL and how to create accessible materials Burgstahler, S. (2010). Equal Access: Universal design of instruction. In DO-IT: Disabilities, Opportunities, Internetworking and Technology. Retrieved from http://www.washington.edu/doi/Brochures/Academics/equal_access_udi.html#f3

The Testing Effect - Improving Long-Term Retention with Frequent Testing

Gail Krovitz (Pearson eCollege, US)

Abstract:

Testing doesn't just assess learning, it also changes it. Let's discuss the testing effect and my experiences implementing it in my class.

Extended Abstract

What if the act of testing is misunderstood and can actually provide an opportunity for learning instead of just assessing learning gained elsewhere? Research on the testing effect shows just that. The testing effect is the "finding that retrieval of information from memory [i.e., as during a test] produces better retention than restudying the same information for an equivalent amount of time" (Roediger and Butler, 2011: 20) and is supported by a strong series of experiments in laboratory settings as well as classroom

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studies. "In education today, people tend to think of tests as dipstick devices... you stick it in to measure what people know. But every time you test someone, you change what they know" (HL Roediger III, as quoted in Glenn). This presentation introduces some of the research supporting the testing effect and discusses my experiences implementing frequent low-stakes reading quizzes in my own course (including student survey comments, and before and after comparisons of grades). Audience members will be engaged through Q&A, brainstorming and idea sharing.

Critical Thinking Instruction: A Comparison of Face to Face and Online Delivery

Nicole Stedman (University of Florida, US)

Brittany Adams (University of Florida, US)

Hope Kelly (University of Florida, US)

Abstract:

Critical thinking instruction is tough enough face to face, but what happens when the element of distance delivery is added?

Extended Abstract

In higher education critical thinking has become a buzz word synonymous with conceptual skills including, decision-making, problem-solving, cognitive engagement and open-minded inquiry. However, instruction of high quality student critical thinking has been less clear with strategies focused on skill development and not the combining of these skills. The complexity added by an online or distance-based delivery system increases the challenges of creating instructional strategies which will not only enhance critical thinking skill development, but also combine them into one competency. This presentation outlines research conducted between the Fall, Spring, and Summer 2012 semesters at a large southern higher education institution. The Fall and Spring 15-week semesters were conducted in face-to-face with critical thinking instruction highlighted as a key developmental component of the course. The summer course was taught in a six-week semester online. The same critical thinking lectures, exercises, and assignments were conducted for all three iterations. At the conclusion of the semester students were invited to participate in a study including two different measures, the UF-CTSI (UF-Critical Thinking Skill Inventory) and the Course Evaluation of Critical Thinking (criticalthinking.org). The purpose of this study was to determine if a student's self-perceived critical thinking style influenced his/her perception of critical thinking instruction. The objectives of the study set forth to guide this study were as follows: to determine the critical thinking style of students as identified in the UFCTI, to determine students' perceptions about course instruction as it relates to emphasizing critical thinking, to describe the relationship between student critical thinking style and perceptions of instruction, and to identify differences between online and face to face instruction with respect to student critical thinking. To collect the necessary data researchers used three existing questionnaires. To measure critical thinking style the UFCTI (Irani & Lamm, 2011) was employed. This instrument measures students' self-perceived critical thinking style and is an adaptation extending work previously completed on critical thinking disposition (UF/EMI, Friedel et al, 2008; Lamm et al., 2011). The UFCTI focuses on an individual's range of critical thinking style anchored between Engagement style and Seeking Information style. The instrument, which is 20 items long, includes a Likert-type scale of Strongly Disagree (1) to Strongly Agree (5). Of the 20 questions 13 individual items measure Seeking Information and 7 measure Engagement. While there are two individual scales scores are derived as a total score and range from 26-130. Because Engagement scale is shorter in length scores are weighted during scoring by 1.866 (UFCTI Manual, 2011). To interpret scores, respondents with a total score 73 or above may be identified as "Seeker" and 72 or below are considered to be "Engagers" (UFCTI Manual, 2011). Established reliability for the UFCTI is as

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follows: Seeking Information $\alpha=.80$, Engagement $\alpha=.80$, and the total UFCTI $\alpha=.87$ (UFCTI Manual, 2011). Post-hoc analysis of reliability is provided later in the manuscript. The CTI was administered using a post-test followed by a retrospective pre-test (post-then) design (Rockwell & Kohn, 1989). This design allows researchers to administer a pre-test following the intervention to correct for any, "limited knowledge in responding accurately to the questions being asked on the pretest" (p. 1). This "post-then-pre" design allows respondents to accurately gauge their learning by assessing post-test scores first followed by pre-test responses. The course evaluation component was designed using the Foundation for Critical Thinking's Course Evaluation questionnaire. The intent of the evaluative form is to, "provide evidence of whether, and to what extent, students perceive faculty as fostering critical thinking instruction (course by course)" (Criticalthinking.org, 2011, ¶15, item 1). Using a Likert-type scale ranging from Low Score (1) to High Score (5) students are asked to individually score 20 questions regarding course instruction. Examples of questions include: "To what extent does your instructor teach so as to enable you to think more accurately," "To what extent does your instructor teach so as to encourage critical thinking in the learning process," and "To what extent does your instructor teach so as to help you learn how to understand the key organizing concepts in the subject?" The range of scores is 20 to 100 with a mid-range break of 60 separating low and high scores. The Foundation for Critical Thinking does not provide any established psychometrics for this instrument. The research team evaluated the items for construct and face validity. Reliability was established post-hoc and is provided later. To accomplish the statistical analysis for each objective one mean scores, standard deviations and a paired sample t-test were utilized. Objective 2 was analyzed using only mean scores and standard deviations. The third objective was accomplished using a Pearson Product Moment Correlation coefficient. In order to determine strength and direction of the relationship data was determined using the following parameters: $r= 1.0$, perfect; $r= 0.99 - 0.7$, very high; $r=0.69 - 0.50$, substantial; $r= 0.49 - 0.30$, moderate; $r= 0.29 - 0.10$, low; and $r= 0.09 - 0.01$, negligible (Miller, 1998). Lastly, the study participants were asked to complete a short demographic instrument to elicit the following information: age, gender, race/ethnicity, major, and whether or not they had any previous experience or coursework emphasizing critical thinking. Findings of the study are currently being explored, as the online section of the course is still in process. Completed findings will be available for dissemination at this year's Sloan Conference. The fall and spring semesters work has already been compiled and analyzed. Final statistical analysis will be completed by August.

Blogging Portfolios (bPortfolios), Critical Reflection and Professional Performance in Teacher Candidates

October 10, 2012 - 12:45pm

Andrew Lumpe (Seattle Pacific University, US)

David Wicks (Seattle Pacific University, US)

David Denton (Seattle Pacific University, US)

Michael Msendekwa (Seattle Pacific University, US)

Abstract:

Blogging portfolios (bPortfolios), as a form of electronic portfolio, can serve as an effective tool to promote critical reflection and professional performance.

Extended Abstract

Critical reflection, as a form of metacognition, occurs when learners construct their own narratives based on learning experiences and professional practice (Ellis, 2001). Schön's (1983) seminal work on reflective practice paved the way to address this topic in a variety of professional contexts. As applied to

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teaching as a profession, approaches that support the examination of beliefs that emerge from these practices promote the development of more flexible and intentional approaches to effective teaching and learning (Sockman & Sharma, 2008; Schoffner, 2009). Pechone, Pigg, Chung, and Souviney (2005) outlined how portfolios generally, and electronic portfolios specifically, can be used as a tool to foster critical reflection amongst teacher candidates. Web 2.0 programs such as blogs and social networks are proposed as effective online vehicles for fostering critical reflection and feedback (Oner, & Adadan, 2011; Godwin-Jones, 2008; Bartlett-Bragg, 2003). These systems can act as a form of electronic portfolio, or ePortfolio, which can serve the dual role of personal reflection and program evaluation (Barrett, 2011; Yang, 2009). Blogging portfolios, or bPortfolios, are one form of electronic portfolio well suited for enhancing professional learning (Lumpe & Wicks, 2010; Tan, 2006). Using a blog to reflect on learning and share promising teaching practices helps teachers understand that social media can be used in ways that reveal positive aspects of their professional practices. Teacher performance assessments, measures of actual classroom practice which are aligned with standards, are noted to be significant predictors of student learning (e.g., Harris & Sass, 2007). Performance assessments include the National Board for Professional Teaching Standards, some state continuing licensure assessments, and the recently developed Teacher Performance Assessment (TPA) for initial teacher licensure. Such performance assessments are designed to engage teachers in metacognitive reflection and directly connect professional practices to evidence of student learning. Many teacher candidates are unprepared for engaging in this type of professional reflection and the utilization of reflective portfolios may help develop skills impacting the documentation of performance. Pechone, Pigg, Chung, and Souviney (2005) noted a paucity of research to examine the effectiveness of electronic portfolios as reflective teacher assessment systems. The general goal of this research study was to describe the implementation blogging portfolios designed to document teacher reflective practices.

The following research questions were addressed in this study:

1. How do blogging portfolios document professional reflective practice?
2. Do blog portfolios predict Teacher Performance Assessment scores?

The focal point of the research was a university teacher preparation program. A total of 185 initial teacher certification candidates participated in the study over a one year period. All participating candidates maintained a bPortfolio throughout the duration of their program. At the beginning of the program, each teacher established an account on the freely available www.wordpress.com blogging tool and participated in training sessions on setting up and using Wordpress as a reflective bPortfolio. As students matriculated through a program, reflective posts documenting learning were made in the portfolio. Posts were linked to state teacher preparation standards via categories and themes were annotated via tags thereby creating a tag cloud. Associated artifacts of learning and performance including text files, graphics, videos, or web links were tied to posts to further enhance and document growth. Meta-reflections served as summative reflective posts and were written at the end of a course, internship experience, or other program activity. Peer and instructor feedback via the comments link on each blog post is used for formative assessment. Summative evaluation of the bPortfolio was conducted by faculty members using a formal scoring system. Candidates were also required to complete the Teacher Performance Assessment (TPA) during their school-based internship and the results were officially scored by trained scorers as administered by Pearson Corporation. The corpus of text utilized in this study was bPortfolio posts, categories, tags, and comments from the teacher candidates. Text content analysis of this corpus represented a form of learning analytics. The blog text was uploaded into the WordStat program, a content analysis module for the SIMSTAT statistical package. Simple univariate keyword frequency analyses were calculated. Keyword co-occurrences and keyword plots were calculated to explore the relationships between blog posts, tags, and categories. Hierarchical cluster analysis and multidimensional scaling visualization techniques were applied to the blog text in order to

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determine how blog posts group together to reflect common meaning and themes. Multiple regression models were then tested to examine the relationships between blog themes and Teacher Performance Assessment Scores. The text corpus was compiled and the key themes were noted. The most used themes co-occurred with keywords from the students' reflective posts demonstrating that the themes served as an accurate annotation of the blog posts. Teachers who accurately used themes to annotate their posts displayed more sophisticated reflective writing. Reflective strategies embedded within the bPortfolio were statistically significant predictors of teacher classroom performance as measured by the TPA. Blogging portfolios were demonstrated to be an effective tool for fostering professional reflective practice. The reflective practices embedded within a bPortfolio environment were positively related to teacher candidates' performance. Based on these findings, it is recommended that professional preparation programs consider using web-based blogging portfolios to enhance reflective practice. Professionals utilizing such portfolios should be given structured training on reflective writing via blogs. Future research endeavors should continue to focus on the use of electronic portfolios and other social media for reflection. The session will begin with a formal presentation consisting of an overview of bPortfolios systems. Specific implementation strategies will be given. During the session, participants will be provided sample bPortfolios, prompts, training materials, and alignment documents. The formal presentation portion of the presentation will conclude with results from the study. A time for participant interaction will be provided during the last portion of the session and will consist of question and answer, sharing experiences with similar assessment systems, and a general discussion on how such systems could be implemented in other programs.

How to Win Students and Influence Learning

Ellen Smyth (Austin Peay State University, US)

Abstract:

Adapting Dale Carnegie's proven motivational techniques to the online classroom, faculty can ignite a passion for learning in an otherwise academically adrift generation of students.

Extended Abstract

For two years, I listened to students lament and complain about the workload of my class compared to other classes, even though I follow what should be the university studying standard of at least 2-3 hours outside class for every hour in class: 3-4 hours in total per credit hour. When pressured from students and when evaluations are positively associated with course easiness, no wonder faculty are giving into demands for less rigorous courses, leading to the lack of collegiate learning revealed in the book *Academically Adrift*. Simply telling students that this level of studying is standard and that studying is for their own good does little to no good, of course. We need something more - some evidence, some motivation, and some inspiration. But will inspiration work? Can students be motivated to work harder, learn better, and even like it? A longitudinal survey involving three cohorts of 17,000 students across 49 institutions tested the assumption that higher-ed motivation is inherent and unchangeable. "Motivation, these researchers argue, is far more malleable, and colleges wield significant power in instilling — and discouraging — it in their students." (Berret, Dan. "Can Colleges Manufacture Motivation?" *Chronicle of Higher Education*. April 15, 2012) In *How to Win Friends and Influence People*, Dale Carnegie claims that there is one and only one way to motivate a person to do something: that person has to want to do it. We could make others want to do something by using a stick, but the best motivation comes from empathy and a deep understanding of what drives the other person. What motivates students? Why are they in our classes? What do they hope to gain? And how can we use all of that to our advantage in exciting them about learning? After reading Carnegie's advice on motivation, I spent time exploring what motivated me when I was a student, time reflecting about where my students are and where they want

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to be going, and time empathizing with their demanding schedules and responsibilities. How could I convince my students that everything in this course is worthy of their valuable time and effort? How could I get them excited about what this course could do for them? I used my conclusions and some research to revamp my syllabi, redesign my first-day lecture, and rework introductory video content in the online course. Even though I was hoping for a change, the level of transformation I found in student attitudes surprised me. Students were now excited about the challenging course and eager to snatch up that carrot I dangled. By attending this session, participants will be able to: 1. Explore and identify what motivates students and learning, 2. Tweak course content and assignments to optimize student motivation, 3. Transform student attitudes and the classroom atmosphere as a whole, 4. Increase student satisfaction and evaluations, and 5. Improve student learning and grades. Key take-aways include: * Presentation paper (electronic) including images from the slides as well as a written record of presented information and resource links, * Specific research so faculty can directly connect what students learn in a particular course to employment potential and career success, and * Ideas for sharing this research in a meaningful way inside an online course. Within this short session, we will have a couple of opportunities for participants to pair up with each other and very briefly discuss 1) what drives students to come to college and 2) ways to harness that drive as a motivator for learning. Participants will then share paired conclusions either verbally or via Poll Everywhere, texting in answers to a poll. Disclaimer: I teach very non-traditional, mature students. What has been quite successful in motivating these students could be less successful in motivating the less mature, traditional students and it will certainly be less successful in motivating K-12 students. However, traditional and K-12 students certainly can be motivated once we discover what really makes them tick. This session is based on an article I wrote for Faculty Focus: <http://www.facultyfocus.com/articles/teaching-and-learning/how-to-win-st...>

Predictors of Online Graduate and Undergraduate Student Retention

Gary Burkholder (Walden University, US)

Jim Lenio (Walden University, US)

Nicole Holland (Walden University, US)

Abstract:

As part of a larger retention initiative at an online university, we provide evidence of predictors of retention in a large sample across multiple domains.

Extended Abstract

College student retention continues to be a national priority; this is particularly of interest in the online and for profit sectors where particular focus is on learning, retention, and gainful employment post-graduation. Tinto (1993) developed models of retention that apply primarily to undergraduate students pursuing education in traditional programs and institutions. Lovitts (2001) examined in detail factors associated with doctoral student attrition; again, her analysis focused on qualitative data from students in traditional doctoral programs. Some researchers have examined various aspects of online retention. For example, Drouin (2008) found mixed results regarding the role of sense of community, and Dupin-Bryant (2004) examined reentry factors and their relationship to course completion in online programs. More research is needed to understand what predicts success in online programs, particularly those that attract non-traditional students (e.g., those who work full time, those who are older, and/or those who experienced some life event that has brought them back to school to complete degrees; Jinkens (2009)). The Retention Advisory Group to the Office of Institutional Research and Assessment (OIRA) was formed in August 2010. The purpose was to bring retention experts to the table to guide the OIRA in its analysis of data. Membership includes a national expert on retention; an individual with retention experience at

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the community college level; and members who have expertise in more sophisticated analysis methods such as survival analysis. The initiative was designed to be executed in 4 stages. Phase 1 involved creating retention profiles; Phase 2 models retention using survival analysis; Phase 3 analyzes retention mechanisms; and Phase 4 studies retention interventions. We are currently in Phase 2; however, the present proposal will include the results of Phase 1 of the project (and results from the survival analyses we have completed by the time of the conference). The retention profiles created within Phase 1 used data from two sources: student satisfaction surveys and our student information system. From the student satisfaction surveys, we included variables that have been demonstrated in the literature to be associated with retention: Satisfaction with instructor, course, and academic advising; Work/family balance; time spent studying; Employment status; Mother's highest education; and Level of understanding of program requirements. From the student information system, we retrieved first term GPA, gender, and ethnicity. Models were run by degree (and, in some cases, by program). Results of the analyses suggest that predictors differ by degree type as well as whether retention is examined at 6 months or 1 year. Satisfaction with course and first term GPA predicted 6 month retention (predictors vary by degree type). For 1 year retention, satisfaction with instructors, Work/Family Balance, time spent studying, employment status, and first Term GPA were the predictors most commonly found across programs; financial aid and ethnicity were also predictors in some programs. Issues to be addressed in this session are: 1) What are the domains that should be examined to understand retention; and 2) within those domains, and in a large sample at one online institution, which variables tend to predict retention at the bachelors, masters, and doctoral levels? Expected learning outcomes or goals include: 1) Understanding complexities of modeling retention in a large institution; 2) Identifying the key predictors of 6 month and 1 year retention at various degree levels.

Using and Designing Rubrics: Guideposts on the Continuum of Academic Quality

Dan Feinberg (SUNY Learning Network, US)

Abstract:

A tool that can improve student success and speed up my grading? And it is free and built into my LMS? Sign me up!

Extended Abstract

Rubrics should be a key tool in any educator's bag of tricks. They help clarify expectations for students, and provide milestones along the continuum of academic quality. They help set quality expectations for student work, and make the grading process more consistent, objective, and efficient. The goal of this presentation is that participants will better understand: ·What are the elements of a rubric? ·What are the advantage of using a rubric? ·What are different types of rubrics, and their appropriate uses? ·What concerns should I have about using a rubric? ·Where can I find example rubrics? ·How can I incorporate a rubric into my Learning Management System?

Bringing Learning to Life: Engaging and Retaining Students through Media-Rich Immersive Learning Simulations

John Beckem II (State University of New York, Empire State College, US)

Abstract:

Empire State College effectively enhanced and promoted active experiential learning in an online classroom by integrating immersive simulations into its "Diversity in the Workplace" course.

Extended Abstract

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This presentation demonstrates how SUNY, Empire State College effectively enhanced and promoted active experiential learning in an online classroom by integrating immersive simulations into its "Diversity in the Workplace" course. Natural assessments were built into the simulations and the artifacts produced gave students a virtual portfolio which could be presented to prospective employers. In a survey of several thousand knowledge workers over the past 20 years, Robert Kelley at Carnegie-Mellon University asked a simple question: "What percentage of the knowledge you need to do your job is stored in your own mind?" In 1986, the average percentage was 75%. In 2008, 10 years after the rise of the Internet, that percentage dropped to 8-10%. This means that 90% of the skills needed by today's knowledge workers are experiential. This shift has serious implications for education. Educators are beginning to realize that their role must shift towards producing graduates capable of performing meaningful tasks in the real world. As a result of these shifting priorities, traditional assessment and information delivery techniques, while adequate under different historical situations, do not fully meet the needs of the classroom today. In response, education must increasingly move towards more authentic forms of education and assessment. The goal of this presentation is to demonstrate how Empire State College faculty are addressing these rapid changes in adult learning by effectively integrating immersive learning environments in the delivery of blended and online courses. Additionally we will have audience participation by taking them through an immersive learning simulations as well as present the results of a pilot deployment within an existing Center for Distance Learning online course, "Diversity in the Workplace," delivered using immersive simulations to two cohorts of undergraduate students in March 2012. Results show this approach to be effective in achieving improved subject matter retention and student scores as demonstrated by results of the in-class assessments and class work as well as student exam and survey results following the sessions. Immersive learning environments allow students to step into a photo-realistic real world atmosphere where they are surrounded by video-enabled characters with whom they interact to gain information and solve problems as they work their way through the free form scenario. Each immersive simulation is carefully created with Subject Matter Experts to ensure that both the environment and the characters with whom the student interacts are authentic, helping to create the most realistic learning environment possible. Immersive Simulations employ contextual learning and Natural Assessment to allow students to demonstrate their mastery of subject matter. Natural Assessments move beyond current methodologies to embody what might best be described as enhanced, authentic assessments. This instructional design approach incorporates a higher-order prescriptive structure that keeps learners focused on essential course objectives. The Natural Assessments within these immersive environments keep students in the moment while completing assessment elements mirroring the various tasks encountered in the everyday workplace. These assessments can take many forms such as developing a marketing plan for a gaming company, writing an executive brief for a CEO, or delivering the final arguments to a Magistrate during sentencing. The integration of immersive learning with natural assessments into the course provided an engaging and experiential learning environment to adult learners in an online classroom.

Interrupting Pedagogy for 21st Century Online Education

Ros Stuart-Buttle (Liverpool Hope University, UK)

Abstract:

What happens when online learning meets a traditional academic discipline? How does it 'interrupt' established philosophies, pedagogies and practices?

Extended Abstract

Context Online technologies create and characterize the educational landscapes of our 21st century world by providing the tools and virtual spaces for personal, communal and educational encounters. They have entered mainstream policy, provision and practice of 21st century education across all

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sectors. Online technologies enhance classroom-based learning and enable easily accessible flexible learning with increased opportunities for collaboration and interactivity. Online course design offers open educational resources and shared access to information and engagement with subject matter. Personalization, collaboration and informal learning are heralded as the goals of flexible, hyper-mediated lifelong learning. Indeed it seems that the Internet has become the new pedagogy. Question: If online education is to reach mature development and evaluation, it must be open to critical appraisal. My research concerns the implementation of online learning within a traditional academic discipline. Experience shows that this can be an area of struggle where established academic practices and cherished values can be seen to be diminished when handed over to online delivery. Many faculty in traditional disciplines can be hesitant or resistant to their discipline within the online environment, preferring to maintain the idea of traditional curriculum and pedagogy. Student perceptions, too, can regard online education with suspicion or hostility and show preference for more traditional forms of academic activity within established disciplines. This opens a question about pedagogy when online education is adopted within traditional academic disciplines. Does online teaching and learning necessitate or demand an innovative pedagogy or can it sustain, support and extend traditional values and practices? What might the opportunities and benefits be? Who stands to gain? Who stands to lose? Method Online education needs to be inclusive of a range of stakeholders that include faculty and students from more traditional academic disciplines. My own research conducted a case study on a theology outreach program across England and Wales delivered online to a significant number of participants working across educational and ministry sectors, and accredited as continuing professional development. The study asks firstly what sort of pedagogy is offered by online learning to adult theological education. It is important to address and evaluate claims for a transformative role and innovative function for online education to see if they match with practitioner and student experience. Using quantitative and qualitative survey data collected from faculty and student body allowed me to investigate whether online teaching and learning brought opportunities for new or transformed (disruptive) pedagogy or resulted in maintenance or replication (sustaining) of traditional academic practice. I was then able to evaluate the learning effectiveness from both faculty and student perspectives. Conclusion The research data which emerged from this case study suggests that online learning offers an 'interruptive pedagogy' to faculty and students following traditional academic disciplines. Online courses can breathe new life and break continuity or 'interrupt' established philosophies, pedagogies and practices. But, they can also maintain continuity and sustain the curriculum, knowledge, understanding, skills, values and wisdom of a traditional discipline. It is important not to ignore or underestimate this. Online education needs 'agile adopters' who are simultaneously well-grounded in existing educational practice and also alive to new possibilities with new technologies. A number of propositions to support a concept of 'interruptive pedagogy' can be stated, with clear significance for learning effectiveness across higher education and lifelong learning. Discussion: Every new educational context brings continuity with what has gone before, at the same time as reconfiguring and redirecting the new situation. In recognizing that 'interruption' occurs where discontinuity and continuity meet, this presentation invites creative thinking about the intersections between online technologies and contemporary educational discourse for established academic disciplines. Education is not a closed narrative but one that is always open to change, confrontation and encounter. The arrival of online learning into a traditional discipline or course speaks to a praxis that is both interrupting and a 'being interrupted' - in other words, a receptive dialogue that is open to change and challenge yet also questions, criticizes and causes the other to re-examine itself. This encounter is mutual. When traditional pedagogy is 'interrupted' by new possibilities and innovations to accepted policies, practices and assumptions, it changes the status quo by introducing a new dimension into an existing tradition. Yet, at the same time, online education needs undergo critical appraisal, creative reflection and attentive discernment as it takes careful planning and active shaping to make online

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media into an effective and efficient teaching and learning environment. This 'interruptive' process - whether encountered by student, faculty member or institution - can help ensure and enhance authentic pedagogical principles and practices into online education programs that both draw on best academic tradition and look to the future. Audience Engagement This presentation will invite engagement by using partner conversational exercises, interactive question and answers, and audience discussion. The target audience is open to anyone with an interest, involvement or experience in implementing online learning into traditional academic disciplines, particularly within higher education, lifelong learning or continuing professional development. The presentation will be made using slides, handout and speaker input.

The Heroic Journey of Writing

Barbara Green (Kaplan University Online, US)

Fran Gregg (Kaplan University Online, US)

Abstract:

This session will discuss how undertaking the hero's journey impacts students' understanding of themselves and their ability to succeed, while they learn to write effectively.

Extended Abstract

For many university bound students, whether they be traditional or non-traditional, having to take writing classes tends to be something that they do not look forward to doing. This is especially true for non-traditional students, who have enrolled in college in greater numbers, and, consequently, these great numbers must make their way through a writing class or two. Of these students, many are not convinced of their ability to learn effectively and enjoy success in life, especially where writing is concerned. Some remember high school where they may not have been the best students. Others complain that, due to disuse, they have forgotten whatever they had learned in the past. Some say that they never learned certain subjects, such as how to build and organize an essay, how to research, how to document, or even the most basic rules of writing. Many post that they have trouble writing about topics that do not interest them or to which they do not relate. It then becomes educators' responsibility to ask the following: How can we help these students learn to see themselves as integral parts of the learning community? How can we guide them to envision a successful future? How can we help them to embrace a broader perspective? Kaplan University has instituted a program that merges learning to write with students learning to view their lives from a different aspect, that of the hero. By focusing on not just the subject matter, but the development of the whole person, we increase the likelihood that students will learn to see themselves differently while they are learning to write. More importantly, students learn that writing, as well as the hero's journey, is something this is not limited to successfully completing one college course; it is applicable throughout the college experience as well as in all aspects of life. Using Joseph Campbell's concept of the hero's journey, students take a writing journey that includes awareness of themselves, heroes around them, and heroes in their community. Seeing themselves as heroes, as part of the community, and as people who can bring solutions to others provides a number of potential benefits: 1) Increased self-esteem 2) Awareness that their lives are journeys and that during the journey, there will be obstacles, but they are capable of overcoming those obstacles and reaching their goals. 3) Awareness that they are not alone, that "heroes of all time have gone before" them, that they have "only to follow the thread of the hero path" (Campbell, 2008, p. 18). 4) Awareness that writing errors are only obstacles, and that they can overcome these obstacles, too. This information session will discuss how Kaplan University's use of the thematic approach of the hero's journey impacts students' understanding of themselves, their lives, and their ability to succeed.

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Specifically, this session will focus on outlining the overall goal of the course, how weekly discussions and course assignments are used to instill writing knowledge by way of the hero's journey theme, and lastly, how students can walk away with writing skills and perspective that they can apply to their lives. Heroes struggle; heroes fall, but they get up again; heroes ask for help, accept help, and give help: the students are the heroes, and they can reach the reward and share it with others. At the same time, they can even learn to write effectively.

Campbell, J. (2008). *The hero with a thousand faces*. Novato, California: New World Library.

Online Tools for Creating Teaching, Social, and Cognitive Presence in Large Blended Classes

Victoria Rath (21st Century Learning Solutions, Inc., US)

Glenda Gunter (University of Central Florida, US)

Abstract:

This presentation shares results of an empirical research study that examined online tools used to effectively create social presence, engage, motivate, and support student achievement.

Extended Abstract

At institutions of higher education the offering of online courses and online enrollments continues to grow at a rapid rate (Allen & Seaman, 2010b). Today's students desire the flexibility provided by online courses and the anytime, anywhere learning they provide. In a recent examination of the state of online education in the US, Allen and Seaman found that more than 75% of public colleges and universities believe that online course offerings are an important part of their long-term strategic growth plans (2010b, 2011). Furthermore, during the recent economic downturn these same institutions have seen an increased demand for online courses and programs. This change presents a conundrum for institutions of higher education: they are facing increasing demands for online courses with smaller budgets (Allen & Seaman, 2010b). How can they meet this demand? Many are attempting to address this demand through increasing class sizes (Gunter, 2007; Moskal, Dziuban, Upchurch, Hartman, & Truman, 2006; Nagel & Kotze, 2010). Yet these same institutions recognize that retaining students in online courses is more difficult (Allen & Seaman, 2010a). The most frequently cited reasons for student dissatisfaction with online courses and high attrition is the lack of social presence and a lack of interaction with the instructor and other students, which leads to feelings of isolation (Rovai & Downey, 2010; Rovai, Ponton, Wighting, & Baker, 2007; Stodel, Thompson, & McDonald, 2006). On the other hand, the Internet has evolved into an interactive communication tool with continuing improvement of technologies such as social networking, digital media, Web 2.0 tools, social communication, and streaming media. These improvements increase its potential to provide students with a highly interactive, personal, and engaging learning experience in the online classroom (Bull, Hammond, & Ferster, 2008; Greenhow, 2011; Greenhow, Robelia, & Hughes, 2009; Gunter, 2007; Gunter & Kenny, 2008; Momo & Redoli, 2010; Moskal et al., 2006). The purpose of this research study was to utilize the Community of Inquiry (CoI) (Garrison, Anderson & Archer, 2000) framework as a guide for examining online tools used in a large online class that can support and increase teaching and social presence. In addition, this study examined if those tools positively impacted student motivation and cognitive presence in an online classroom. This study compared students enrolled in a large hybrid course based on their attendance at the face-to-face sections. The following research questions were used to guide this study:

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1. Is there a statistically significant difference in student motivation as measured by the Community of Inquiry instrument between students who use the online tools as compared to students who do not use the online tools?
2. Is there a statistically significant difference in the experience of teaching, social, and cognitive presence as measured by the Community of Inquiry instrument between students attending face-to-face course sessions (hybrid) and students who do not attend the face to face sessions (completing the course 100% online)?
3. In a large video-streaming course, which of the online tools do students perceive to increase teaching, social, and cognitive presence?

4. In a large video-streaming course, which of the online tools do students perceive to be most helpful?

The population for this study was undergraduate students enrolled in an undergraduate financial accounting course at a large university in the south east. This course is required for all business and accounting majors and most students enroll in the course during their sophomore year. This course was delivered via video streaming over the Web, and students could choose to attend the face-to-face sessions that were streamed live. Students were not required to come to class; they could complete the course entirely online. This course had a class size limit of 900 students and for the face-to-face component the course was typically assigned a room with a seating capacity of no more than 285. For this research study, the sample consisted of three groups of students: those students who attended the face-to-face (f2f) sessions frequently (119), those students who attended the f2f some of the time (177), and those students who completed the course without attending any f2f sessions (271). This causal-comparative study examined differences in the study participants' use of online tools and the effect on student motivation as measured by the Community of Inquiry instrument and analyzed using the ANOVA statistic; and differences in students' experience of teaching, social, and cognitive presence between those students who attended the f2f class sessions and those who did not as measured by the Community of Inquiry instrument and analyzed using the ANOVA statistic. Additionally, survey data were gathered that described which tools students perceived to increase teaching, social, and cognitive presence and which tools students perceived to be most helpful using descriptive statistics. The findings from this study confirmed what other researchers have found, which is the use of Web 2.0 tools may have the ability to facilitate teaching, social, and cognitive presence. What makes this study unique was the size of the class, its hybrid mode of delivery (streaming video / reduced seat time), the tools utilized by the instructor to facilitate learning, and the other Web 2.0 tools used in such a large hybrid course. No other studies were found that have examined the use of Web 2.0 tools in a hybrid class with over 200 students. Research on the impact of class size has shown mixed results related to student satisfaction and achievement. Researchers also have reported that teaching and social presence can have a positive impact on student satisfaction and facilitate cognitive presence, both of which are concerns in courses with large class sizes. Thus, if Web 2.0 tools can facilitate teaching, social, and thereby cognitive presence, effectively incorporating tools such as discussions and multimedia lecture demonstrations may improve student satisfaction and achievement in larger online and hybrid courses. This study demonstrated how an instructor could utilize Web 2.0 tools to effectively facilitate teaching, social, and cognitive presence. This information can inform instructional designers, instructors, course developers, and faculty by providing evidence of the positive impact of these tools.

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National Trends in Online Learner Satisfaction

Julie Bryant (Noel-Levitz, US)

Track: Learning Effectiveness

National online learner satisfaction data from over 123,000 students and 109 institutions between the fall of 2009 and the spring of 2012.

Extended Abstract

National trends indicate satisfaction levels are high among online learners but where are online programs best meeting student expectations? Where do institutions have room for improvement in the ways they are serving online learners? National data from over 123,000 student records from 109 institutions which have completed the Priorities Survey for Online Learners™ (PSOL) between the fall of 2009 and the spring of 2012 will be shared, with trends over time highlighted. Opportunities for discussion will be provided. Colleges and universities commonly use student satisfaction surveys to assess programs and services. Reliable indicators of student satisfaction can also be useful in the development and evaluation of institutional quality and effectiveness measures, as well as documentation for accreditation purposes. Since 1994, over 2500 colleges and universities have used the Noel-Levitz family of satisfaction-priorities surveys to determine satisfaction levels of their students. The entire national database includes over 4 million student records. This study reflects a three-year data set from fall 2009 through spring 2012 with more than 123,000 student records from 109 institutions which have administered the Priorities Survey for Online Learners. This survey instrument, specifically designed for online learners, first became available in 2001. The PSOL instrument captures online learners' perception of how important an item is and how satisfied they are that expectation is being met. There are 26 standard items on the survey for students to respond to. With the combination of importance and satisfaction scores, an institution can determine areas of strength (high importance and high satisfaction) and areas of challenge (high importance and low satisfaction). This session will focus on identifying the areas of strength and challenge based on the national data for online learners. Areas of strength provide options for online institutions to celebrate where they are performing well. Areas of challenge provide direction for improvement. Institutions can determine how to best respond to challenges with changes in current policies or procedures, additional resource allocation, strategic planning activities, or better communication with students. This session will include examples of how institutions with online learning programs are responding to identified challenges. The data will also be sliced to reflect different perceptions for online undergraduate and graduate students, as well as online learners who are enrolled primarily online as compared with those who are enrolled primarily on-campus. Participants will learn which students have the highest satisfaction levels. National satisfaction trends for online learners over the past five academic years will also be shared, allowing participants to see how student perceptions have changed over time. National reports for online learner satisfaction reflect what students across North America value and the areas that students identify as needing improvement. With this knowledge and approach, individuals will be better able to consider their own satisfaction survey results and will be able to work to improve the student experience for their online learners.

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Examining Diversity and Facilitating Growth in Student-Student Relationships in Asynchronous Learning

Thalia MacMillan (SUNY Empire State College, US)

Michele Forte (SUNY Empire State College, US)

Cynthia Grant (Concordia University Chicago, US)

Abstract:

A qualitative exploration of themes from discussion boards and strategies used by faculty to advance the conversation will be explored.

Extended Abstract

The dynamics of the student-student relationship within the asynchronous online classroom, as evidenced by conversations in an online discussion board, is one of a balancing act, particularly in the presence of disrupting or challenging students. As instructors of online asynchronous courses, the environment has unique benefits and challenges. The largest challenge is a somewhat "removed" presence by the instructor within the course. In a face-to-face course, the modality of real-time instruction and facilitation allows the instructor to have a physical presence within the classroom; this is particularly beneficial when we need to address power imbalances between students, or disruptive behaviors by a student or group of students. More importantly, students are also in a real-time relationship. On-line, the course "happens" with or without the instructor's presence, as do the conversations amongst students on the Discussion Boards. The dynamics of the student-student relationship within the asynchronous online classroom, as evidenced by these conversations, are potentially more complex than those occurring in real-time. In order for learning to truly be considered effective, a collaborative environment needs to exist among students within the online conversation. Collaboration can be reflective of an effective learning environment; one that allows a practical application of course content in order to discuss, analyze, and challenge knowledge. For those who teach in the Human Services area, issues around the nature of diversity are the focal point for many of our courses. These conversations are made more complex by discussions around the nature of diversity including, but not limited to, race, class, gender, ableism, and ageism. To these courses, students may often bring their own set of presumptions, biases, assumptions about self and other, assumptions about knowledge and truth, values/ethics, and entitlement. Assumptions, poorly developed assertions and sweeping generalizations either made to the entire class or between one or two students have the potential to "stop the discussion" or make other students feel less comfortable within the course. Conversations and postings made by students within two sections of a Human Services course were examined using qualitative methods. Specifically, all postings from one discussion board that asked students to speak about how they would define disability were examined by two raters using grounded theory methodology. Thematic coding was conducted by both raters. Member checking of qualitative themes was also discussed with several students. Several prevalent themes emerged that included: hierarchy of disability topics, offensive comments towards a given topic, comments that could be viewed as bullying, non-validation towards peers, and comments that do not challenge or advance the conversation. Based on these results, strategies will be shared that demonstrate techniques in how to create a more effective learning environment for students, and what strategies can be used to examine and advance all conversations, regardless of discipline. The techniques will focus on creating awareness among students of these potential issues, thoughts on how to examine and engage a diversity of perspectives, and ways to facilitate intellectual growth and advancement.

Learning Effectiveness

Prescriptive Interventions through Automated Essay Scoring

Jennifer Smolka (Walden University, US)

Kelley Jo Walters (Walden University, US)

Annie Pezalla (Walden University, US)

Abstract:

Administrators will share how to support writers, interpret holistic or analytic data, and match results to a prescriptive curricular intervention.

Extended Abstract

Research on the importance of recognizing individual learning differences dates back to the 1960s (Bloom, 1964; Gagne, 1967). Despite those seminal studies, a majority of online learning has "continued to treat learners as a homogeneous audience with a 'one-size-fits-all' approach" (Martinez, 2001a, Historical Review, ¶6), one designed to fit the perceived needs of an average person. Asynchronous instructional best practices and andragogic principles of scaffolded learning, on the other hand, encourage a dynamic learning environment, developed around particular aptitude patterns exhibited by individuals (Martinez, 2001b). Martinez suggested learner support delivered in the way that students intend to learn, with point-of-need access to writing skill development material. Guided by this past research, we implemented a study to (a) test the utility of a customized writing remediation initiative on student retention, persistence, and academic success within a subset of doctoral students at an online proprietary institution, and (b) understand students' perspective on the initiative as well as their perceived impact of the initiative on their scholarly writing. Preliminary steps in this project involved the administration of an automated writing assessment through Vantage, a third party vendor, using a rigorously tested algorithm to rate first term College of Education doctoral students' writing samples on a holistic score. Based on the initial wave of assessments, only 5% of those students were identified as candidates for a curricular intervention: a free graduate writing course added to the student's degree audit. In interviews with faculty, initial perceptions were that referrals should have identified a much higher percentage of students for the mandated intervention. To trigger a more authentic remediation, we reanalyzed the scores with the aid of an iSEEK Supercruncher tool, to incorporate not only the holistic rubric score, but also factor in the subanalytic rubric scores of these students. In our second pass through students' writing, we identified a 400% increase in the number of students who could benefit from a curricular intervention. Before the new algorithm, 1 in 20 students were given curricular intervention; after the algorithm, 1 in 5 students were given a curricular intervention. This new subanalytic rubric score algorithm also helped us identify a variety of unique writing profiles among the students. Some students, for example, exhibited patterns of difficulty in writing mechanics and conventions but scored relatively high scores on a holistic level because of higher scores in organization. Other students displayed sentence-level mastery but struggled with critical engagement. These patterns aligned with skill deficits exhibited in student writing during the capstone stage; many professional adults have developed compensatory skills to mask writing skill deficits that make them vulnerable to attrition. These findings demonstrated that a blanket one-size all approach to data analysis would not fit our writing readiness intervention. Instead, a customized remediation approach was needed to personalize the intervention to individual students. To that end, 100% of enrolled students in this college now take the Vantage assessment and receive customized writing support remediation paths based on their writing profile. That might include tips on mechanics and punctuation or idea development and critical thinking, referral to Writing Center academic writing tutorials, or instructions on their mandated enrollment into the graduate writing course. Our first phase of analysis investigated the impact of this personalized writing readiness initiative on 2,000 students' experience from three doctoral programs (E. D., Ph.D., and Ed.S.). In correlational analyses between retention, persistence, and

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academic success, we found that students who did not pass the writing assessment and enrolled in writing courses were retained by 36% more at one year than those who did pass or did not take the assessment and enrolled in writing courses and those who did not enroll in writing courses, regardless of their assessment results. These findings suggest the importance of personalized assessments and customized remediation pathways based on the diagnostic criteria available in the analytic rubric scores. To further determine which aspects of the mass customization profile are most useful to students in their learning, our second research aim is to determine students' perspectives on this initiative as well as the perceived impact on their writing. To that end, we have administered writing self-efficacy surveys to all doctoral students in this college at two time points: at the beginning of the program and then again, after having taken the writing course. We also administered surveys to gather students' perceptions about the Vantage assessment and the Writing Profiles information. Finally, we have scheduled interviews with a subsample of students to determine their perspective on this initiative as well as their perceived impact on their writing. These efforts with Vantage and the subsequent customized remediation pathways represent a significant step toward meeting the unique needs of our students with point-of-need access to writing skill development material. Our research represents another significant contribution in the literature and in best practices, as these findings may guide best practices in curricular remediation efforts on writing, reading, critical thinking, or any other necessary skill for the 21st century. Attendees of this presentation will be asked to apply a rubric to a short writing sample, compare their assessment to an automated score, and discuss the merits of customized remediation for students and the utility of automated assessments. References Bloom, B. S. (1964). Stability and change in human characteristics. New York: John Wiley & Sons. Gagné, R. (1967). Learning and individual differences. Columbus, Ohio: Merrill. Martinez, M. (2001a). Mass Customization: designing for successful learning. *International Journal of Educational Technology*, 2(2). Martinez, M. (2001b). Key design considerations for personalized learning on the web. *Educational Technology & Society*, 4(1).

Cyber Peer Led Team Learning (cPLTL)

Julianna Banks (Indiana University-Indianapolis, US)

Pratibha Varma-Nelson (IUPUI, US)

Abstract:

Cyber Peer-Led Team Learning is the online adaptation of a proven high-impact pedagogical approach that has shown consistent positive effects on student success.

Extended Abstract

Overview This presentation will address educators and course developers about how synchronous cyber workshops support collaboration and student learning, and broaden access to Peer-Led Team Learning (PLTL). Attendants will have the opportunity to learn about the design and delivery of PLTL; how faculty have adopted cPLTL in courses; how the technology enhances student learning, how to structure program evaluations; what costs are associated; and, what options exist for sustainability. To demonstrate how students use the technology and interact in the synchronous workshop, the PowerPoint presentation will include an audio visual recording of a cPLTL workshop. Presenters will provide a detailed review of the program evaluation, findings, and scaling initiatives; incorporate interactive hand-outs and clicker questions to engage audience members; and, provide online resources for more detailed information during the presentation and to the conference proceedings. Context, Issue and Primary Questions PLTL is a high-impact face-to-face pedagogy that incorporates active learning strategies in science, technology, engineering, and mathematics (STEM) courses. Rooted in social constructivism (Vygotsky, 1993) and social interdependence theory (Johnson & Johnson, 2009),

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PLTL is a teaching model that preserves the lecture and replaces recitation in science courses with a weekly two-hour session. During these interactive sessions (workshops), six to eight students work collaboratively to solve carefully constructed problems under the guidance of a peer leader. PLTL's documented success in improving student achievement and retention led Indiana-University Purdue University Indianapolis (IUPUI) to implement it in general chemistry in 1998 (Gafney & Varma-Nelson, 2008; Gosser, Kampmeier, & Varma-Nelson, 2010). Since then, IUPUI's PLTL program has achieved sustained success with the number of students receiving D and F grades in fall semesters decreasing from above 45% before PLTL was implemented to below 20% by 2008. The withdrawal rate also decreased from above 25% to less than 10% during that same period. Despite its success, issues of access remain a barrier for students who work, have family responsibilities, or whose institution lack resources to conduct the workshops. However, web conferencing software has made it possible to adapt this face-to-face pedagogy to a synchronous virtual environment. IUPUI developers have designed a robust online platform to deliver PLTL using real-time chat, video conferencing, document sharing, and desktop sharing capabilities, and have worked to determine: (1) whether the same quality of educational discourse could be replicated online and (2) what impact cPLTL has on student outcomes—achievement and course completion.

Methods: The evaluation design (Extended-Term Mixed-Method Evaluation [ETMM]) incorporates a variety of quantitative and qualitative evidence to support claims (Chatterji, 2004). To test the efficacy of translating face-to-face peer learning into a cyber-learning environment, researchers compared the educational outcomes of the online (cPLTL) and face-to-face (PLTL) workshops and used multiple measures—end-of-course grades, standardized final exam scores, interviews, surveys, observations, and discourse analysis—to examine and document the impact on student outcomes. To examine differences between PLTL and cPLTL workshops, a series of independent t-tests were performed on course grades, standardized exam scores, and survey responses. Student demographic data (e.g., gender, race/ethnicity, Pell Grant-eligibility, etc.) was matched with survey responses and academic performance data to further contextualize the findings. Transcripts of qualitative data were entered into NVIVO qualitative data analysis software for analysis and coded for a comparison of salient themes in the two conditions. Results Two hundred and thirty-two students (111 cPLTL and 121 PLTL students) participated in the study. An analysis across five semesters (Fall 2009 thru Fall 2011) revealed no statistically significant differences between cPLTL and PLTL students on the American Chemistry Society's General Chemistry exam. However, cPLTL students ($M = 62.78$) earned a slightly higher mean percentage score than PLTL students ($M = 61.49$). Student grades were also similar between the two conditions. On average, students in the sample earned approximately a C+ grade in the course, with cPLTL students earning ($M = 2.30$) and PLTL students earning ($M = 2.34$). While there were slight differences on each of the measures, none were statistically significant, indicating cyber students are performing as well as their peers in the highly popular face-to-face workshops. The discourse analysis showed evidence of critical reflection, application of theories in problem solving, critical thinking and analysis and other indicators of parity with the face-to-face workshop. However, beyond the quality of dialogue, the analysis highlighted additional benefits of the cyber environment. Not only were cPLTL students actively engaged in collaborative problem solving, they regularly reflected and drew on multiple information sources to better understand course content and to better explain or support their claims. The immediate access to electronic tools and resources may be, in part, responsible for more productive use of academic resources and for reflection and deliberation on concepts and theories.

Significance These findings have implications for expanding peer-led learning in large classes and have generated more questions about PLTL's capacity to further enhance how and what students learn. As the project moves forward, the evaluation will consider how the "technology" facilitates engagement and deep learning activities. The findings also expand the knowledge base on best practices in STEM education and aids in understanding how to better support students' online learning needs, develop

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suitable instructional methods, and use technologies that are more effective in helping students engage in, understand, and apply course material. References Carspecken, P. (1996) *Critical ethnography in educational research; A theoretical and practical guide*. New York and London: Routledge. Chatterji, M. (2004). Evidence on "what works": An argument for extended-term mixed method (ETMM) evaluation designs. *Educational Researcher*, 33(9), 3-13. Gafney, L., & Varma-Nelson, P. (2008). Peer-led team learning: evaluation, dissemination and institutionalization of a college level initiative, Dordrecht, The Netherlands: Springer. Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379. Gosser, D. K., Kampmeier, J. A., & Varma-Nelson, P. (2010). Peer-led team learning: 2008 James Flack Norris award address. *Journal of Chemical Education*, 87(4), 374-380. Vygotsky, L. (1993). *The collected works of L.S.Vygotsky. Vol.2: The fundamentals of defectology* In R.W. Rieber & A.S. Carton, (Eds.), NY: Plenum Press.

Balancing Blended Learning: Creating Engagement in and Out of the Classroom

Stephanie Foote (Kennesaw State University, US)

Josie Baudier (Kennesaw State University, US)

Traci Stromie (Kennesaw State University, US)

Abstract:

A challenge of blended courses is achieving a balance in the content delivered online and face-to-face. This session provides a framework for making those decisions.

Extended Abstract

Blended courses are becoming more common on college and university campuses because they provide both students and instructors flexibility, and recent research has demonstrated that students can learn as much in blended courses as they can in traditional face-to-face courses (Mangan, 2012). As instructors design blended courses that promote interaction and collaboration, the challenge is to balance the course content delivered online and face-to-face. Synchronous and asynchronous learning opportunities may help students in blended courses achieve greater levels of learning than in traditional classes (Zhao, Lei, Yan, Lai, & Tan, 2005). Additionally, "layering" or creating "interdependence between online and face-to-face" (Glazer, 2012, p. 5) course content can also be effective in course curriculum design for blended classes. Layering that is front-loaded involves students learn the information before they attend a face-to-face meeting, and in back-loaded layering, students learn about the new concept or idea during the face-to-face meeting (Chatfield, 2010). This session will build on these ideas to help instructors determine how to develop engaging synchronous and asynchronous content for their blended courses. Specifically, during the presentation, participants will be exposed to the Decision Making Framework, which presents core questions instructors need to consider as design blended courses. After discussing the framework, participants will be provided with the Curriculum and Alignment Matrix, which helps instructors determine the parts of their curriculum that should be delivered online or face-to-face. Also, the matrix allows instructors to check for alignment between the learning objectives, assessments and all activities in the course. The facilitators will guide participants through discussions and reflection about how to determine which modality the course elements should be delivered, online or face-to-face, and how to focus on creating active learning and engagement in both components of the course. Participants will leave this presentation with a practical framework and matrix, which will guide the development and design of their blended courses. This session is designed to help participants balance their blended learning courses and reflect on ways to create engaging learning experiences. As a result of attending this session, participants will able to:

- Explain the

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importance of interdependence between face-to-face and online components in blended courses • Utilize the Decision Making Framework and the Curriculum & Alignment Matrix to determine course structure • Develop a plan for student engagement connecting face-to-face and online activities

References Chatfield, K. (2010). Content "loading" in hybrid/blended learning. Retrieved from http://sloanconsortium.org/effective_practices/content-quotloadingquot-h... Glazer, F. S. (2012). Blended learning: Across the disciplines, across the academy. Sterling, VA: Stylus. Mangan, K. (2012, March 22). Study shows promise and challenges of "hybrid" courses. The Chronicle of Higher Education. Zhao, Y., Lei, J., Yan, B., Lai, C., & Tan, S. (2005). What makes the difference? A practical analysis of research on the effectiveness of distance education. Teachers College Record, 107(8), 1836-1834.

Using the Quality Course Framework to Create or Improve Effective Learning Environments

Erik Hjorten (University of Utah, US)

Nathan Sanders (University of Utah, US)

Abstract:

Improve your overall course quality and make support for online courses more efficient and cost effective.

Extended Abstract

INTRODUCTION This presentation is for faculty and faculty support units who develop, teach, and support online courses. Many institutions face a unique challenge to provide support for the creation and teaching of an increasing number of quality online courses. To address this need and enhance faculty support, several support units at the University of Utah implement the Quality Course Framework. The new framework identifies to faculty which support unit is best suited for their needs. It also walks faculty through a self-paced and scalable process to improve online course quality. The framework is faculty friendly and is based on the Backward Design process developed by L. Dee Fink. Our goal is that participants will gain an understanding of the Quality Course Framework and how to implement it. We also want participants to create an action plan enabling them to return to their institutions better prepared to address the needs of faculty support and/or quality course design.

BACKGROUND/CONTEXT: Several support units at the University of Utah have collaboratively developed a course design process based on a framework of essential course elements grounded in the online teaching and learning best practice literature. This process is called the Quality Course Framework and has six elements and four phases. The framework is flexible enough to be used by either novice or experienced instructors and can be adapted for designing courses in face-to-face or hybrid environments as well. This framework integrates the services from several university units into a single support process providing a unified approach for instructors interested in enhancing their course through technology and sound pedagogical practices. We believe this process will improve overall course quality and enhance student learning while also making online teaching more efficient and cost effective. The presentation demonstrates the life cycle of a course as instructors constantly improve their design and delivery methods. Instructors can enter the framework at any phase to address their most immediate needs. The support offered throughout the framework demonstrates the strong relationship between these faculty support units in order to provide excellent communication and collaboration. The following examples show how the Quality Course Framework is implemented. An instructor from the University of Utah designing a new online course will enter in the Design phase, where they have the option to consult with the Center for Teaching and Learning Excellence staff to analyze the course situational factors, design course objectives, and structure their course. An instructor

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who wants to update a particular learning activity for an existing class will enter the process at the Build phase. The Teaching Assisted Curriculum Center instructional designers will assist them in looking at options for incorporating new technology tools and/or redesigning a learning activity. During the Teach phase, the Teaching Assisted Curriculum Center can also provide technical support and work with instructors to implement effective class communication methods and tools. After the course is taught, student feedback survey results may prompt an instructor to enter the Revise phase and work again with the Center for Teaching and Learning Excellence staff to analyze the course data and redesign a course component. Instructors can go through the process using self-directed online resources and tutorials; or they can schedule personal consultations with instructional designers to receive feedback and support as they progress in developing their course. EXPECTED OUTCOMES: 1. Learn the background and purpose of the Quality Course Framework and its implementation at the University of Utah 2. Learn about the Quality Course Framework tutorial and how to gain access 3. Discuss the needs of faculty support units and available resources 4. Create an action plan in order to address the needs of faculty support and/or quality course design. PRESENTATION OUTLINE: The first fifteen minutes of the presentation will be a introduction to the Quality Course Framework, which will include: (1) Why the University of Utah adopted this process, (2) The essential elements of an online course, and (3) the four phases in course design. Participants will receive a handout that describes the Quality Course Framework and provides access information to the framework tutorial, examples, and activities. The Quality Course Framework white paper will be provided via the Conference website. The next five minutes will be a brief demonstration of the Quality Course Framework tutorial that is publicly available. Participants will then have the next ten minutes to discuss current needs for faculty and faculty support units and what their institutions are doing to overcome any challenges they face. We also want to hear what other resources are available. Finally, participants will use a handout and take the last five minutes to create an action plan to take back to their institutions. Faculty support staff will create a plan to address the needs of faculty support and quality course design. Faculty will create a plan to revise or create a component in one of their online courses. REFERENCES: Fink, L. D. (2003). Creating significant learning environments. San Francisco: Jossey-Bass.

Ten Strategies to Enhance Collaborative Learning in an Online Course

David Wicks (Seattle Pacific University, US)

Andrew Lumpe (Seattle Pacific University, US)

David Denton (Seattle Pacific University, US)

Abstract:

Ten strategies to improve design and facilitation of collaborative learning from our study of how different collaborative technologies affect student perceptions of community of inquiry

Extended Abstract

In this session we will share ten strategies for designing and facilitating collaborative learning based on previous research and our study of the effects of different collaborative technologies on student perceptions of teaching, social, and cognitive presence. During the workshop, participants will identify and build a collaborative learning activity using free technologies such as Google Sites. They will learn about collaborative learning and community of inquiry research. This research, along with promising practices will be used to create collaborative assignments that enhance open communication and group cohesion. For each strategy we will use PollEverywhere.com to gain insight into how our participants are currently facilitating collaborative learning. The ten strategies are: 1. Identify an appropriate small group project. 2. Choose suitable collaborative tools. 3. Incorporate a collaborative script to communicate

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project directions. 4. Organize the project with phases for major milestones. 5. Include specific deadlines for individual and group work. 6. Determine whether to use homogeneous, heterogeneous, or random teams by reviewing project requirements. 7. Provide training for technology and collaboration techniques. 8. Confirm quantitative and qualitative evidence of individual and collaborative work after each phase. 9. Require individual student reflection on the collaborative process after each phase. 10. Assess process and product after each phase and provide feedback. This workshop is based on a study that continues the exploration of the Community of Inquiry framework and how collaborative technologies, specifically wikis, can be used to enhance online learning. The subjects were 78 graduate education students in three differently contrived sections of the same online course. Participants completed the Community of Inquiry Survey at the end of the term, which measured their perceived level of teaching, social, and cognitive presence during the course. The experimental setting utilized a single instructor teaching one course, with randomly assigned students. Each section consisted of students collaborating using a different tool (synchronous wiki, asynchronous wiki, and discussion board-only). All subjects perceived high levels of the three presences when compared with previous studies. Students collaborating using an asynchronous wiki perceived significantly more social presence than those using only a discussion board. Students experienced greater levels of trust and group cohesion when a course design incorporates a wiki for collaboration. The use of wikis may increase trust among group members, improving group cohesion, which may ultimately lead to higher cognitive presence (Shea & Bidjerano, 2009). Participants will: * Reflect on characteristics of a good collaborative project. * Experience how free tools such as Google Sites, Google Docs and WordPress are used for collaborative projects. * Modify an existing collaborative script for use in a student project. * Explore how free technologies such as Google+ Hangouts and Screenr are used for synchronous and asynchronous training. * Practice assessing student work.

The Discussion Board Audit: How Will I Know What I Think Until I See What I Say?

Hayley Lake (Eastern Washington University, US)

Patrick Lordan (Eastern Washington University, US)

Abstract:

This session looks at how you can take the discussion board to the next level, using it as a meta-reading-writing-thinking tool.

Extended Abstract

CONTEXT: What does an online instructor do when her course does not engage her students? How can she facilitate more rigorous written communication between students when their tendency is to do the minimum amount of work possible? What can she do to stretch student ideas, values and opinions beyond those which they held as freshmen—in order to better prepare them for life beyond the university? This presentation describes how adding a rubric and discussion audit assignment to a survey course changed the quality of student writing from basic thoughts to richer synthesis of ideas. This course is taught both in person and online by the same instructor. For the online course, implementing an end-of-term discussion board audit has been particularly successful in getting students to analyze their writing done throughout the course, to synthesize their ideas, to reflect upon them, and it gives them a strong sense of closure to the learning experience. Students in the face-to-face version of the course; however, would typically do the minimum—no deep analysis or synthesis, with little application to their own lives. The discussion audit from the online course was added to the face-to-face class, replacing a day of class time—and producing similar, positive results. "Survey of Alcohol & Drug Problems" is a multi-disciplinary online course offered every quarter at Eastern Washington University,

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and draws students from a variety of majors, levels of academic preparation, and social backgrounds. The course asks students to examine both the topic of addiction and also their attitudes regarding people with addictions. **PROBLEM:** Until recently, students were completing the course applying limited critical thinking (or limited synthesis of ideas) with little to no reflection about the subject of the course. This is particularly problematic because of the need to integrate new and personally-challenging ideas into their thinking in order to eventually work in the field and to become less judgmental when interacting with people addicted to drugs or alcohol. **APPROACH:** An online instructor, dissatisfied with her students knowing "just enough" at the end of the quarter but not enough to recognize the impact of the ideas in the course on themselves as persons, implemented a discussion board 'audit' to assess the developmental change in student thinking over time by asking students to reflect on the entire scope of their experience in the course and its content via a written, summative analysis of their weekly discussion posts. As an assessment strategy, the end-of-course discussion audit requires students to collect, analyze and reflect on their discussion board postings and responses to others' posts—made over the ten-week quarter. This meta-reading-writing-thinking exercise provides students with the opportunity to think deeply about their learning, values, and opinions regarding course material. **RESULTS:** Students, when conducting the discussion audit, find themselves engaged in a dialog with themselves, closely observing how they express their own ideas in writing; how, in many cases, their writing has developed with frequent practice; and how their attitudes show varying degrees of change over time as they have interacted with fellow classmates in an extended, asynchronous conversation. Based on the students' comments, we found that the synthesis, reflection and analysis gave the students a meaningful sense of closure to the course, which many students report having never experienced before in their university careers. The utility of the discussion audit as an assessment strategy has challenged the instructor to apply the lessons learned in this online course in her face to face version of the same course—with similar, positive results. The discussion audit and related writing exercises seem to more effectively prepare students to participate in their professions as writers, thinkers and whole persons. Extensions of the traditional discussion board assignment can benefit students, instructors and programs alike. **GOALS:** Participants in this session will take away practical ideas for engaging students in activities which encouraging critical thinking, personal growth, comprehension and application of course material by incorporating discussion audits and related writing activities into their courses.

Time Shifting, Scrum and Pacing in Blended Courses

Anders Norberg (Campus Skellefte, SE)

Abstract:

Can ideas and concepts from Agile software development methods as Scrum be used for imagining or even planning better blended learning?

Extended Abstract

This presentation uses a time perspective for understanding and describing existing blended learning practices, and in addition uses modern "agile" software project methodology for imagining a possible and somewhat different and developed landscape for blended learning - addressing time-related functions such as pacing, time-boxes, deadlines, procrastination, transparency of progress, sustainable workload and the definition of when a task is "done". In a longer historical perspective, formal education starts with very media-poor and place-bound situations - basically a teacher, a space and learners. Learning happened mainly synchronously with teaching, for which the designated space, the classroom or lecture hall, was the technology. The absence of asynchronous media made learning outside the learning space difficult. In online education today, IT tools for teaching and learning have often been

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seen as teaching transportation tools, enabling learning at home or at work without a traditional classroom. The loss of a physical place or room as basic education technology is still visible, through expressions as "distance learning", "virtual classroom", etc. Blended learning definition attempts or explanations starts in the traditional teaching environment, now called the "face-to-face" environment, as being the basis for the learning adventure. Then IT tools are added or integrated for a modified situation, with the ambition of enhancing quality and effectiveness, often also gaining learner flexibility on the way. The degree of blendedness developed is sometimes measured with the diminished use of synchronous classroom sessions, which are replaced by recorded lectures or other more interactive or social asynchronous learning activities. Blended learning understood in this way becomes a new blend of teaching and learning places, a kind of half-distance education. A parallel development is how some earlier asynchronous (no times, no places) web-based courses in university or corporate education has become more blended by inserting physical meetings, video conferences or web meetings. That keeps up the pace, makes the learning more social and hopefully helps students manage the temptation of procrastination better. This leads us in to a "time" perspective on blended learning. If we take off our "place and education" glasses for a while, and put on some "time and education" glasses instead, we can transform the questions of must be done with the classroom as a tool "here" and what to organize "there"/ "anywhere" for the students with the help of IT tools. We can instead talk about what can be done with synchronous tools (as classrooms, video conferences, web meetings, Skype talks, chats) what can be done with asynchronous tools (as LMS's, web forum discussions, web-based assignments, text reading, watching of recorded lectures, etc.) - and how these can be sequenced and time-shifted, reinforcing one another in the course design. No news really, this is very trivial. Almost every teacher works with this combination of meetings and homework assignments at least since the invention of print. This perspective has become somewhat blurred by the use of technology for substituting teaching places. Changing to this perspective can reveal interesting characteristics of blended learning courses. University campus and blended course schedules often reflect an industrial-type production model, while students can vary their time on task and their pacing of learning more and more, with increased flexibility options. This is good, but only if they really have enough time at disposal, and can manage it in a sustainable way and resist procrastination, etc. Courses have often a linear and monochronic ideal, focusing on one thing at a time in a waterfall or Gantt-chart kind of way, while Internet youth culture is said to be increasingly polychromic - many activities are dealt with simultaneously or in parallel. With a time perspective as a basis, can we understand the course as a project instead? Here we do not only mean project-based courses, when students learn by producing something functional, but all courses. In this presentation, software development projects are being used as comparison to courses, for imagining possible change. These kinds of projects have now changed their nature in many successful businesses - addressing time and workload issues. Ideas and concepts from "agile" software development frameworks as "Scrum" can possibly be used for imagining better blended learning. Some similarities to courses can be seen, although there are many differences between software development in teams and education of individuals in groups. But it can be used for creating discussion of how blended learning can develop in the future. Perhaps successful students already work in an agile way? In big software development projects with long project periods, common problems has been for example problems to fulfill ambitious customer-negotiated requirements, frequent failures to deliver in time, delivery according to requirements but to an unhappy customer because time has gone by, non-transparent work processes, non-sustainable workloads close to deadlines, procrastination of work, etc. That is why more agile methods, as SCRUM, Atern, XP, Lean, etc. has come into use. SCRUM uses short team work periods ("time boxes" or "sprints") ending with functional deliveries, backlog items instead of requirements, breakdown of work in comprehensible tasks, innovative team roles and self-organization, daily very short team meetings, transparency in who works with what, overview of work performed on a "kanban board", frequent production of prototypes for testing, a wish to fail fast and early, testing

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integrated in the work process, management of impediment lists, sustainable workloads during the whole period, a living discussion of the definition of "done", review meetings and retrospectives. The work method welcomes change, even if it comes late in a sprint. It will be shown how some of these practices or artifacts can be used to question and provoke existing education practices, and imagining the possibility of new ones in blended courses, in analogy with development of project practices.

Co-teaching Using Technology to Enhance Student Engagement

Tawnya Means (University of Florida, US)

Abstract:

Active engagement and co-teaching requires students to invest in their learning. It involves challenges for the instructor, but returns high value on student learning.

Extended Abstract

Traditionally, teachers teach. They are the provider of knowledge. Students are the receptacles, they are taught. But this model does not lead to student engagement in lifelong learning and critical thinking. Business Telecommunication Strategy and Applications is a graduate level course. The stated course purpose is to teach students how to find information, analyze the information that they find, problem-solve, and think critically. However, the course structure was primarily lecture- and exam-based, with a single team project. Motivating factors for changing the class format were to increase the opportunities for students to discuss telecommunication terms and strategy and to increase their opportunities to actively engage in developing a deep understanding of the course concepts. The redesigned course was first taught in Fall 2011 and included the following technologies and pedagogies: • a Google site embedded in the course management system course site (included a wiki page for linking to course outlines, a file cabinet for all course documents, and a student developed glossary of terms) • weekly quizzes in the course management system • course outlines provided on Google Docs (these outlines included topics to be covered as well as terms to be defined) • use of student-led class discussions for each class period based on the course outlines • class discussions on topics of relevance • Twitter for sharing resources found by students (using a class hashtag and a feed embedded in the course website) • individual research written reports summarized and discussed at the end of the course • final exam • peer and course evaluations After two terms of teaching the course, feedback from students is positive. Students find as they take on more responsibility for how the classroom should be and how learning takes place, they learn more. However, there are challenges: • This type of teaching is not familiar to students or instructors and requires adaptation during the course • Students still want to know "What do we have to know?" • Instructor balance is an important consideration: What do I have to teach and what can I facilitate? • In this format, student interest can lead to topics beyond instructor subject matter expertise. This stretches the instructor AND the students. • Knowledge is shaped by context and therefore subject to change, which requires continual design and flexibility. • Key to success is sharing and discussing the course format and structure with students. They take significant ownership if they help to build it. Student evaluations were collected both through the official university channel and as a supplemental survey at the end of the course. While 60% of students reported that the workload for the course was either "appropriate" or "very appropriate," the rest of the students reported that it was "somewhat appropriate" (13%), "neutral" (13%), or "somewhat inappropriate" (13%). No student reported that the workload was "inappropriate" or "very inappropriate." This is important as that was a main concern as the course was being designed. Students reported that prior to the course, they had "little" (25%), "moderate" (68%), or "a lot" (8%) of knowledge, but after the course, they reported that

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their level of knowledge in the field changed "much more" (15%), "more" (38%), "somewhat more" (35%). Anecdotally, students reported while it was scary at first, they quickly increased in confidence. One student said that "this was the most interactive classes I have ever attended" and other students shared similar feedback. One challenge that needs was addressed in the second term was that students in the first term reported that they were more knowledgeable about the content that they researched and led the class in discussing, but that they learned less from other team discussions, mostly due to being concerned about preparing for their turn. The feedback from the first offering has been incorporated into the design of the current term and the data from both terms will be shared in the conference session. From this experience, I have learned some practical tips for how to implement technology in support of active student engagement in learning. More importantly, through the process of changing pedagogy, I have learned methods for engaging students in sharing in the learning process. This requires a shift in thinking about how to teach, and student investment in learning. We value more highly that which costs us something. The best feedback from students included the following statements: "I realize that study is not reading the textbook. I can discuss with my teammates. It is much easier to rapidly understand the point" "As much as I've dreaded the workload these past weeks, it has become one of the most memorable courses I've taken throughout my college career." Participants in this session will learn about technologies for supporting this type of teaching, as well as how to support student engagement through co-teaching. They will have similar experiences as the students in my course, requiring them to research, discuss, use collaborative technologies, and learn together about the pedagogy of co-teaching. While a portion of this session will be descriptive about the teaching experiences, it is important that participants experience active learning and engagement rather than just passively hear about it. Google Docs, Google Sites, Twitter, and other tools are used in the teaching practices described and will be used to connect participants as they interact with the session content and each other. Participants will engage in an actual learning experience utilizing the same methods shared in the presentation. They will use small group and large group discussion, collaborative development of session resources, and use of flexible learning environments to encourage these activities. As a result of this presentation, participants in this session will be able to: 1. identify the benefits of including students in co-teaching and active learning experiences; 2. identify technologies that will support student collaboration and engagement; 3. engage in research and co-teaching experiences in the session; 4. engage in discussions around the session topics, facilitated by the presenter, with other session participants; 5. resolve to use technology, active learning and co-teaching with their students; and 6. plan for teaching practices that require active student interaction.

Using Live Lessons to Enhance the Online Learning Experience

Linda Peters (Florida Virtual School, US)

Margaret Hodge (Florida Virtual School, US)

Rossy Grubbs (Florida Virtual School, US)

Kristin Sheppard (Florida Virtual School, US)

Nora Kuliesh (Florida Virtual School, US)

Abstract:

Come hear what online teachers have learned about using Live Lessons in their courses, and get tips for bridging the gap between desks and computers!

Extended Abstract

Student learning is the driving force behind Live Lessons. Using live synchronous instruction helps cultivate the culture of a successful virtual learning community and enhances the student learning

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experience by creating a bridge between traditional and online classrooms. In this session, online teachers will share what their research has shown to be true about Live Lessons in their online course, and offer tips for future application. Context: As part of an Action Research investigation of Live Lessons in English I online courses, we collected data from students and teachers. Our action inquiry question was: what strategies can teachers use to support student learning during live lessons, reinforce comprehension of skills / concepts, authenticate student mastery, encourage interaction among students and teachers, increase attendance and ultimately produce successful students? Live Lessons at FLVS are defined as Interactive instructional events that elicit high rates of student responses. We use Elluminate as our synchronous delivery system. Method: Live Lessons are delivered multiple times a week to English I students through Elluminate. After each lesson, students are surveyed for their feedback. 99 students were surveyed. Students have a schedule available and attend voluntarily. Surveys were sent to teachers who participate in Live Lessons at the end of a 3 month period Jan-March 2012. Data Collection: Survey Results - student report about effectiveness of live lessons Attendance Records - how many students attended Teacher survey of motivational strategies used for live lessons Results: From the student survey, we discovered: • the majority of students would recommend attending Live Lessons because it helps with their understanding of the course. • what they enjoyed most about the Live Lessons was interacting with other students and teachers. • They appreciated the fact that a teacher was there to answer questions they had. • 32% of the students have attended Live Lessons • The main reason for attending was "help with assignments" • 19% wanted to "hear" the lesson, not just read it online • 12% like being with a teacher and other students in the synchronous environment • 28% of the students felt that live lessons helped them understand the course work • 17% of the students reported that live lessons were "made learning more fun" • Of the students who did not attend live lessons, 26% reported they did not need help From the teacher survey, we gathered strategies for motivation. Of the 26 teachers who participated in the survey, the two strategies that motivated the students to attend live lessons most often included mentioning the possibility of assignment exemptions, and talking to students and parents. Other strategies reported as effective motivators include • Discussing live lessons in every phone call with student • Text reminders to students of times and dates • Email invitations to students on a weekly basis • Advertise live lessons on Course Announcement Pages • Adding Live Lessons to Grading Feedback • Inform students and parents of live lesson benefits (instruction interaction, etc.) Conclusion: By attending live lessons, students find the online content more approachable, accessible and easier to understand. They report increased success in the course. Students are most likely to attend sessions when teachers advertise the sessions on their announcement pages and have purposeful conversations about attending lessons in every phone call, consequently motivating students to learn.

Using Assessment of Student Achievement to Drive Curriculum Improvement

David Clinefelter (The Learning House, Inc., US)

Karlene Sanborn (Friends University, US)

Abstract:

Course improvement, based on student achievement of course outcomes, requires appropriate course design and data collection. This session discusses how three universities accomplish this.

Extended Abstract

A long standing problem in higher education is how to improve student achievement. The regional accrediting bodies have adopted criteria that stipulate member institutions will assess student achievement and then use the resulting data to make curricular improvements resulting in greater

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student learning or achievement. After over 20 years of work on this problem, few institutions have demonstrated improved student achievement. In the recent book, *Academically Adrift*, authors Richard Arum and Josipa Roksa analyzed data using the Collegiate Learning Assessment exam and concluded that, many college students show no significant gain in writing and critical thinking ability after two years of college. One of the primary reasons why institutions cannot demonstrate improvement is the course development process typically used. The majority of institutions leave course design up to faculty members who decide on course outcomes and assessments independently. Because there is lack of consistency, it's impossible to track changes in student achievement, or even to compare performance in multiple sections of the same course taught simultaneously. This situation is akin to a researcher constantly changing the dependent variable in a scientific experiment. There is no way to get reliable results on whether or not the independent variable had an effect. Two innovations are needed to address the problem of improving student achievement. First is a process for course design that results in uniform outcomes and assessment of those outcomes. Second is a tool for gathering, analyzing, and reporting data from multiple sections of courses. This session will describe how these two innovations were developed and implemented at two large, online universities where the lead presenter was chief academic officer and how they are currently being adapted by three independent colleges and universities. The two online universities use a standardized course development process that includes a faculty member teaming with an instructional designer supported by multi-media specialists and editors. This team writes the course outcomes, an assessment assignment for each outcome, a rubric to reliably grade the assignment, and activities and materials to help students achieve the outcome. Additional faculty members are hired to teach the "standard" course and given varying degrees of freedom to add alternative activities and materials. However, the outcomes and assessments are uniform across all sections. The courses are "housed" on a learning management system that facilitates the replication of the course across multiple sections and terms. Anne Marie Hodges, Director of Distance Learning at Notre Dame College, Dr. Vivian Johnson, Associate Dean of Technology and Learning at Hamline University and Dr. Karlene Sanborn, Adjunct Professor at Friends University have adapted this standardized course development process to their institutions. These colleges are clients of the Learning House, which provides support services for offering blended and online courses. The second innovation needed for improvement of student achievement is a tool for data collection, analysis and reporting. Major learning management systems such as Moodle, eCollege, and Blackboard include gradebooks where faculty members report grades for course assignments. The IT and IR departments at the two online universities developed tools for linking the grades in the gradebook to course outcomes and reporting results by outcome. Learning House has created similar tools for use by partner institutions. The data can be queried and reported by course, term, faculty member, and by student. This system is now used to measure student achievement of course outcomes. Courses are revised to improve achievement of outcomes that are unsatisfactory and results are monitored over time resulting in a cycle of continuous improvement. For colleges that teach the course in blended and online formats, achievement can also be compared across formats. The primary achievements reported in this session by Notre Dame College, Hamline University and Friends University will be descriptions and examples of how they established outcomes with assessments for their courses. They will also report the initial results of student achievement of course outcomes. Dr. Clinefelter was the chief academic officer at the two online universities referred to in this proposal. He will describe the process and tools used university wide at those two institutions and give a summary of results. Because these are proprietary institutions, specific results will not be presented. The primary lesson learned is that, given the appropriate processes and tools, assessment of student achievement that drives curriculum improvement is possible. The key ingredient is the design of courses so that outcomes are clearly defined and directly accessed via course assignments. The second ingredient is a tool for data collection and analysis. The use of a learning management system is necessary to collect that data in electronic format followed by tools

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to extract and analyze the data. Specific grades in the LMS gradebook are aligned to each course outcome. Student scores on these assignments are then collected and reports are generated in a variety of formats. Individual faculty members can align grades with outcomes, but the expertise of the IT and IR departments is typically required to collect and report the results. Dr. Karlene Sanborn, Dr. Vivian Johnson and Anne Marie Hodges will describe the process they used to design their courses. Participants will "help" them select appropriate assessments for a sample of course outcomes. Collectively, the participants will then design a rubric for grading one of the assessments. This will enable participants to understand how the course design process works. Dr. Clinefelter will present a sample report using fictitious data for a course that has been taught multiple times across several terms. Participants will be invited to share their interpretation of the data and potential steps to take in the course revision process based on the data. At the completion of the session, participants will

- Understand the process for designing a course that includes a method for assessing course outcomes.
- Be able to describe how a learning management system can be used to collect student achievement of course outcome data.
- Be able to identify the steps necessary to implement a similar system at their institution.

Use of 3D Images to Construct A More Authentic Online Human Anatomy Laboratory: What Would Vesalius Say?

Michael Kolitsky (The University of Texas at El Paso, US)

Abstract:

Production and use of 3D human anatomy dissection images in an online Anatomy and Physiology lab course will be described. 3D glasses will be provided.

Extended Abstract

This presentation will describe the construction of an online Human Anatomy and Physiology first semester laboratory course utilizing (1) anaglyph images made from stereo image pairs obtained from the Bassett Collection at the Stanford School of Medicine Lane Medical History Library, (2) high quality images from the Virtual Human cadaver series produced by the NIH National Library of Medicine and (3) anaglyph images made from the QuicktimeVR Anatomical Resource collection at Wright State University School of Medicine. High student demand for the Anatomy and Physiology laboratory for the first semester of a two semester course outpaced availability of physical laboratory space at The University of Texas at El Paso and was the primary reason for exploring how a traditional hands-on dissection laboratory could best be offered online for a more authentic cadaver-based learning experience. The opportunity to create an Anatomy and Physiology laboratory experience centered on human gross anatomy dissection would not be possible without access to the high quality stereo image pairs contained in the Bassett Collection now housed in the Lane Medical History Library at the Stanford School of Medicine. The Bassett Collection consists of 1,547 photographic stereo image pairs of human gross anatomy dissection initially designed for use with the Viewmaster technology of the 1940's and 50's. In this project, anaglyph images were produced from the stereo image pairs and red-blue glasses replaced the Viewmaster for 3D viewing. Anaglyph images were created in Adobe Photoshop by layering a left-eye image over a right-eye image and removing the blue and green pixels from the top image. Learning objects were produced by utilizing labeled and non-labeled 3D image pairs. The anatomic terms used in identifying regions and structures in the 3D images were obtained from the atlas project included in the "Bassett Collection of Stereoscopic Images of Human Anatomy" at <http://lane.stanford.edu/biomed-resources/bassett/index.html>. HTML5 coding was employed to display labeled and non-labeled images in the Blackboard course management system so that it is also possible to display the images in the course on laptops as well as on tablets and cell phones. The 3D images as well as all other images used in the design of the laboratory were utilized in practice quizzes called

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Quizlets. Quizlets have been used as a formative assessment strategy shown to improve learning (<http://www.e-mentor.edu.pl/artykul/index/numer/26/id/582>) and appear grounded in retrieval practice methods (<http://www.sciencemag.org/content/331/6018/772>). The anaglyph images and all other images used in the Anatomy and Physiology online lab were modified for testing by replacing labels with letters for identification so that these images could be used both in Quizlets for learning through testing (formative assessment) and also in summative assessments for testing of what was learned. Other sources for 3D imaging arose from the QuicktimeVR collection at the Wright State University School of Medicine. It was discovered that one could capture two closely aligned screens from a QuicktimeVR movie and then these two images could be treated in the same way as the stereo images from the Bassett Collection for the creation of a single anaglyph image now viewable as a 3D image with red-blue glasses. Many of the disarticulated bones included in the skeletal study lab arose from these QuicktimeVR movies. These 3D anaglyph images were also placed in learning object form by producing a non-labeled and labeled image including as well an image labeled with letters used in Quizlet practice tests and summative formal tests to assess learning. Many 3D images and non-3D images were also integrated with images from the National Library of Medicine Virtual Human project in which a frozen male and female human cadaver was sectioned from head to feet so that when these sections are viewed in sequence, it appears that you are traveling through the body. In several cases such as in the study of the shoulder, cervical and thoracic vertebra, the 3D and non-3D images were linked to appropriate virtual human sections also in labeled form. In addition, ten sections before and ten sections after the section being studied were included in digital movie format to provide students a better sense of where the section they are studying comes from in the intact body. It also becomes possible to trace structures such as the sciatic nerve as it emerges from the lower spine and travels down the back of the leg or the ulnar nerve as it passes over the elbow region (explaining the "funny bone" effect). These types of learning objects permit students to trace structural elements from where they begin to where they end and help students create three-dimensional models in their minds from the many serial sections creating a powerful way to study human anatomy in the actual intact human. Audience participation will be included as feedback from viewing 3D images while wearing red-blue glasses provided free by the presenter. Further discussion will be encouraged about the quality of the individual 3D images, the pedagogical design of the learning objects produced from them and use of serial sections to assist in the placement of anatomic structures in the context of the intact human body. Feedback from students will also be included. With approval of institutional copyright holders, all learning objects in this course will be available free for educational use. Lastly, it is important to recognize that not all students can see 3D. People who have "stereovision" problems such as being blind in one eye or have amblyopia (lazy eye) or strabismus ("crossed eyes") comprise a small but significant percentage of the population and will not be able to see 3D or will have difficulty seeing 3D. For this reason, all 3D images in this course have an alternative image in normal non-3D form to meet accessibility expectations. Students will have the opportunity to study using either the path employing 3D images or one that has no 3D image component. How many follow each path and their feedback on the value of 3D in the study of anatomy will be collected.

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Course Design to Maximize Teaching, Cognitive, and Social Presence in the Community of Inquiry Framework

Jennifer Richardson (Purdue University, US)

Rob Schnieders (Deltak Edu, US)

Courtney Moke (Deltak, US)

Abstract:

How course features and instructor engagement combine to influence student perceptions of teaching, cognitive, and social presence in accordance with the Community of Inquiry Framework.

Extended Abstract

Purdue University's College of Education and Deltak Edu LLC are examining how online course design features and student/instructor engagement patterns influence the three elements of the Community of Inquiry Framework: teaching presence, cognitive presence, and social presence. Context: Beginning in August 2011, the MS in Learning Design and Technology transitioned into a fully online program at Purdue University. Having a definitive interest in offering the best possible courses to students, the faculty and instructional design team agreed that more was necessary than the generic course evaluations in order to measure course and instructor effectiveness. As we were fortunate to have tenured faculty on staff with extensive knowledge of the Community of Inquiry Framework, it was agreed upon to implement the Community of Inquiry survey into our program as a summative course evaluation. Approach: For each course offered (the initial iteration of the online courses), we administered the Community of Inquiry survey instrument to students. To date, we have administered the Community of Inquiry survey instrument to 108 unique students. We have also inventoried each of the courses that have been developed and delivered to students thus far in the program to identify specific course features present in the online environment and how they relate to the Community of Inquiry framework. Representative features included in the courses consist of discussions, group assignments, individual assignments, portfolios, quizzes, reflections and other work products. We are now in Phase 1 of our study and are examining the ways in which course design features and implementation variables (e.g., instructor activity of various types and levels of student interaction) influence student to student, student to content, and student to faculty interactions. Thus, we are exploring how the course 'as designed' interacts with instructor implementation to influence teaching presence, cognitive presence, and social presence. As part of this study, we are also examining the Community of Inquiry factors across different instructors who taught different sections of the same course in the initial course offerings. This information allows us to determine if the instructor or the course features are relevant to high or low Community of Inquiry scores. Phase 2 of our study will involve modifying course features to determine whether certain characteristics promote an increase in students' perceptions of the Community of Inquiry presences. Prior to each course being offered again, we are examining the results of the Community of Inquiry survey and identifying areas for improvement (see Swan, Matthews, Bogle, Bogle & Day, 2011). This will allow us to compare results from initial iterations of the course to second iterations using a design-based research scheme (both research and practical applications). With the second course iterations, we will also be studying the extent to which various forms of presence are correlated to student outcomes (i.e., learning outcomes and retention). Specific research questions include: (1) What course features can be identified for effective interventions by the Community of Inquiry survey (initial course iterations)? (2) What are the best practices that can be implemented as part of the intervention process (initial and second course iterations)? (3) Does student retention of intended learning outcomes increase as instructional interventions based on the Community of Inquiry framework are introduced (second course iterations)? This work builds upon the prior research of:

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- Swan, K., Matthews, D., Bogle, L., Boles, E., Day, S. (2011) Linking online course design and implementation to learning outcomes: A design experiment. Elsevier.
- Richardson, J., Arbaugh, J., Cleveland-Innes, M., Ice, P., Swan, K., Garrison, D. Using the Community of Inquiry Framework to Inform Effective Instructional Design.

During this session we will present findings from Phase 1 of our study. Anyone involved in the design and implementation of online courses - in particular, faculty and instructional designers - will be able to leverage some of the lessons learned regarding course design and enactment to increase teaching presence, cognitive presence and social presence.

Blended Pedagogy for Self-Directed Learning: An Experiment

Robert Heckman (Syracuse University, US)

Abstract:

Blended learning pedagogy can enable students to take ownership of their own learning and become more effective self-directed learners.

Extended Abstract

A critical success factor in adult life and work is the capacity for self-directed learning (SDL)—a competency that has been found to be both supported and hindered by formal education. How can we, as collegiate educators, foster student ownership of learning within an institutional setting that might inherently discourage such behavior? What kind of role can blended learning theory play in these efforts? To address these questions, we offered an experimental undergraduate course based on blended pedagogy techniques in the Spring of 2012, with the goal of trying to increase students' awareness of their own SDL-related strengths and weaknesses. This presentation will describe our experiences. We offered the course, GET 400: Individualized Technology Education, as part of the Global Enterprise Technology Immersion Experience (GET IE), an internship program that allows students to take courses while simultaneously working full-time in a global enterprise. The student internship experience is comprised of projects for work and courses that are delivered in blended ways: online, through F2F residencies, teleconferences, and telepresence. GET 400 was structured to further this blend of formal and workplace learning and help students develop individualized information technology knowledge and skills needed for their immediate work assignments, long term career development, or both. In collaboration with their GET IE supervisor and course instructor, students developed an individual learning plan and executed it by drawing on an extensive library of online, self-paced learning modules and additional resources. The course thus focused on helping students develop strong planning and assessing skills for future SDL. Self-directed learning (SDL) has long been considered the Holy Grail of education. Though sometimes vaguely defined, SDL is closely intertwined with the concept of "learning-to-learn" (Garrison, 1992), and has been considered "the single most important outcome of formal education" (Grow, 1991, p. 135). The desirability of SDL is an assumption underlying nearly all SDL research (Bouchard, 1996; Deci & Ryan, 1981; Garrison, 1992; Grow, 1991; Silén & Uhlin, 2008) in large part because its underlying behaviors extend beyond the classroom into adults' workplaces and personal lives. Self-directed learning has received attention in the literature on blended learning (De Wever, Van Keer, Schellens, & Valcke, 2009; Deepwell & Malik, 2008). Thus we drew on blended learning theory in our course design. Historically, blended learning theory has focused on the delivery modes used—prioritizing instruction's time and place and how to use online and other technologies to teach effectively (Power, 2008). Following in this tradition, our course employed a strong blend of "learning assets" (Rossett & Frazee, 2006): face-to-face, synchronous online, asynchronous online, multimedia, online self-assessment and reflection, and distance coaching. Despite

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the high desirability of SDL traits, educating self-determined, self-directed learners in the university classroom has remained both challenging and elusive. Formal education has been identified as both help and hindrance to developing SDL traits. Tough (1985) found high rates of SDL behavior in many adults with high levels of educational attainment (as cited in Bouchard, 1996). However, many researchers find that the process of formal education focuses students on external rewards (praise, grades, etc.) rather than the intrinsic motivation that drives SDL (Deci & Ryan, 1981; Kennedy, 2000) and that "fully self-directed learning is not possible in an institutional setting" (Grow, 1991, p. 135). Indeed, studies of adult learners with no post-secondary education have shown strong SDL characteristics (Bouchard, 1996), whereas studies of college students show a preoccupation with external rewards/motivators rather than the learning itself (Deci & Ryan, 1981). How then should collegiate instructors strike a balance between guiding students in familiar ways while encouraging them to develop their own SDL skills? This presentation describes the experiences we had in designing, teaching, and assessing the course. We will cover: 1) a brief overview of the blended learning and self-directed learning theory we drew upon; 2) a description of the course structure, assignments, and assessments; 3) an analysis of the course's effectiveness at encouraging SDL behavior in students; 4) lessons learned and areas for future development in this and other courses. Interactive Q&A is encouraged throughout, and audience members will be asked to contribute to the future development and refinement of the course. Participants will examine an application of SDL and blended theory and participate in assessing and discussing that application's effectiveness. A key discussion point will be: what is or should be the instructor's role in the process of encouraging students to become empowered self-directed learners?

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Shifting the Paradigm: Increasing Engagement in Blended Courses Using Peer Instruction

Cristi Ford (University of the District of Columbia, US)

Abstract:

The presenters of this session will illuminate their use of peer instruction in two distinctive settings: blended learning courses and faculty training sessions.

Extended Abstract

The presenters of this session will illuminate their use of peer instruction in two distinctive settings: blended learning courses and faculty training sessions. The presentation will offer several practical lessons that were learned and offer some practical applications for consideration. Participants will be

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required to do some background learning followed by a peer instruction activity that will demonstrate the learning process outlined. Goals of the Presentation 1. Offer insight about the use of peer instruction in two distinctive settings: blended online learning courses and faculty training sessions. 2. Share practical applications and quantitative data on the outcomes of student performance. 3. Share qualitative data from the faculty who participated in the peer instruction modified faculty certification course. Learning Objectives: At the end of the session, participants will understand the steps to incorporating peer instruction into their courses. Participants will learn first-hand how the methodologies of peer instruction are implemented and the benefits they provide to the learning environment. In addition, the use of peer instruction in a blended course setting will be discussed. Context of the Issue Peer instruction is a widely used lecturing technique that intersperses small concept tests or conceptual questions that are designed to reveal commonly misunderstood concepts while actively engaging students in the lecture (Mazur, 1997). In addition, the technique advocates the use of required learning outside of the course in order to allow for richer experiential learning methods during class time. These techniques were coined by Eric Mazur, a Harvard physics professor who was concerned about the completion rate and comprehension of many of his introductory physics students. The techniques used by Dr. Mazur have been shown to be effective in multiple disciplines (Fagen, et al, 2002). In this presentation we will explore the versatility of this technique to increase learning with different ranges of learners. Approach Using similar techniques introduced by Mazur, the presenters of this session will illuminate how they used these strategies in their blended online courses in two very different formats. The nature of hybrid courses provides an excellent framework for implementing Mazur's techniques of requiring outside learning which then allows for experiential in class activities. When working in a traditional blended course, there are two discrete learning arenas: the online portion and the face to face meeting. In the online portion of the class, the "required" outside materials are implemented. These activities include traditional textbook readings, online lecture videos and other online learning tools. In the face to face portion of the class, small concept tests are implemented to gain clarity of student understanding of the material. At this point, the faculty assesses what areas are required for review or further clarification and class time can be spent "experiencing" the material. Students actively engage in a discourse with peers that deepens the understanding of the material through the use of case studies, problem sets or games. When creating a blended faculty certification program, there are so many topics that need to be addressed in regards to the pedagogy, andragogy and heutagogy in online learning. In a typical faculty certification training topics often have to be prioritized in order to maximize the time spent with faculty. Using peer instruction, faculty have access to a larger range of the conceptual topics of the course prior to the face to face labs so that the time spent with the instructional designer focuses on implementing those concepts in the design of a new course. As a result, faculty are able to see the connection beyond the tools and learning management system they use to understanding and implementing best practices in building a new courses. Results The data suggests that these techniques provide enhanced outcomes on learning. Students feel more engaged with a sense of ownership in their own learning processes. In addition, faculty feel more in control of the design process and the comprehension of the pedagogical and conceptual underpinnings of online learning. For students, assessments show an increased level of mastery of course material while faculty show a mastery of course design. Practical Application/Lessons Learned The approach presented can be used in a variety of frameworks and across disciplines. The methodology provides an excellent framework for a hybrid course due to the nature of peer instruction and the nature of a hybrid course. However, this methodology also works well for a purely face to face class, whereby outside lectures and readings are required to be completed prior to class time. Class time is then dedicated to peer instruction and experiential learning. The approach is also one that does not come without challenges. One of the lessons learned that will be offered to session participants is the amount of time that creating concepts test can take. Depending on the type of curriculum, faculty may want to also

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work with other collaborators to be able to create a data base of concept tests. In addition, while the feasibility of peer instruction is great for blended courses, at times the logistics of a course can make this approach difficult. For instance, adjunct or faculty who have been given a course assignment days before the course is to start may find implanting this approach challenging. Lastly, there are times when student resistance to this approach do occur. Being proactively prepared for these types of sentiments will be helpful. Offering the first opportunity as an extra credit may be one way of allaying anxiety and building capacity with your learners. Audience Member Participation The workshop will present the results in a format analogous to the strategies discussed. Participants will be required to do some background learning followed by a peer instruction activity that will demonstrate the learning process outlined. References Eric Mazur, Peer Instruction: A User's Manual (Prentice Hall, Upper Saddle River, NJ, 1997). Fagen,A., Crouch, C. & Mazur, E. (2002). Peer Instruction: Results for a Range of Classrooms. The Physics Teacher, v.40

The Use of Instructional Strategies and Activities in Developing Online and Blended Communities of Inquiry

Stephan Junion (Nova Southeastern University, US)

Abstract:

Design and development research resulted in the identification of instructional design strategies and activities that can be used in developing online communities of inquiry.

Extended Abstract

Background Garrison, et al. (2000) highlight the significance of the role of the instructional designer in creating a community of inquiry (CoI). The authors, even in the earliest stages of the development of the CoI model state the need for "determining how best to design and conduct a computer conference for the purposes of meaningful and worthwhile learning outcomes" (p. 97). Swan et al. (2012) recognize the designer's role when they describe the value of using results from the CoI survey as formative feedback to "tweak" courses and improve learning outcomes (p. 86). Instructional design spans the three presences - social, cognitive, and teaching. Research Problem CoI studies have primarily focused on identifying levels of social, teaching and cognitive presence attained either through content analysis or via the CoI survey (Arbaugh et al., 2008; Bangert, 2009; Shea & Bidjerano, 2009). What is limited is research into how these levels of presence were achieved through the intentional design of instruction. Goal The goal was to provide instructional design practitioners as well as faculty guidance on the types of instructional strategies and activities they can use in the design and development of an effective online community of inquiry. Research Design and development research (Richey & Klein, 2007) was implemented in four phases including: 1) an extensive survey of the research literature to identify existing learning and instructional theories and models as well as existing instructional strategies and activities that support cognitive, social, and teaching presence, 2) a series of three semi-structured phenomenological interviews with four expert instructional designers who were also familiar with the CoI and using it in their design initiatives, 3) the creation of a practitioner framework, guide, and job aid that could be used to guide instructional designers as they design for a CoI 4) the internal validation of these deliverables through a three-round Delphi panel review conducted with four participants who had a combination of expertise in instructional design and who had published at least one article related to the Community of Inquiry (CoI).

Results from the first two phases were used to develop a preliminary framework, guide, and job aid that practitioners could use to help them as they design for a community of inquiry. In the final phase, a Delphi panel was used to critique the guide, framework and job aid and provide input to further develop

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and validate it as a useful tool for practitioners. To date, feedback from the first round of the Delphi panel has been organized, analyzed and prioritized for incorporation into the next iteration of the guide, framework and job aid. The second and third round of the Delphi panel will be completed by the end of June, 2012 with each successive round of Delphi feedback incorporated into the final guide, framework and job aid. Complete results from this study are expected by fall 2012, prior to the date of the Sloan-C conference. Conclusions Several early conclusions can be drawn from the phenomenological interviews and the results of the first round of the Delphi study, including the following: - There is significant influence on expert instructional design practitioners' life/design experiences and the types of instructional strategies and activities designers use to create a community of inquiry. - There is a gap between the research of the Col as a constructivist framework and how expert instructional design practitioners approach designing for a community of inquiry from a constructivist learning / instructional design theory perspective. - There is little guidance, both theoretical and practical, to support designers (or faculty members / teachers) in identifying environments conducive to the use of the Col versus other potential theoretical frameworks. - There were several key assumptions regarding the Col that were in conflict between instructional design practitioners and the Delphi panel as it related to the use of the Col and the concepts contained within the Col. Discussion While the Col is one of the most cited frameworks related to online learning, the level of expertise in designing for the Col is still growing. In addition, the Col as a constructivist framework implies that only certain situations would be suitable for using the Col, although the literature does not clearly articulate environments and situations where the Col might have more of an impact. As we continue the discussion of where the Col fits into the larger view of the online learning landscape, it is important to identify the situations in which the use of the Col framework works well and conversely, the situations in which other types of frameworks might be better suited. While most faculty members resonate with the concepts of pedagogy, expert designers who consult with faculty on the design of their online courses experienced challenges introducing the Community of Inquiry and concepts such as constructivism. Individual designers, teachers and faculty members have unique life/design experiences that influence their approach to creating a "community of inquiry." It is important to acknowledge these experiences and provide guidance to those who will either be designing and or teaching in online learning environments as to how they can leverage the Col. Finally, creating a community of inquiry isn't the only solution to creating a strong online learning environment. Where then does the Col fit in with other frameworks, models or systems used in designing online learning courses and programs? From the broader perspective of instructional design, the Col is one of many tools available - the question is when to select this tool when others might do an equally, if not better job. Note: Reference list not provided due to 1,000 word count limit.

Building an Effective Online Learning Community Via Different Types of Online Interactions

Jinxia He (Montclair State University, US)

Yanling Sun (Montclair State University, US)

Abstract:

Online Community, Online Interaction, Online Learning, Strategies, Social Presence, Cognitive Presence, Teaching Presence, Interaction with Content, Interaction with Instructors, Interaction with Peers

Extended Abstract

Abstract Opportunities for appropriate online interactions are the key for building a sound online learning community. Transforming transitional instruction to an online learning environment does not generate effective online interactions. The primary goal of this presentation is to strength connections

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between theory and practice by illustrating the "Online community of Inquiry" model (Rourke, Anderson, Garrison, & Archer, 2001) and "Online Interaction" model (Moore, 1989). Then we will explore the effective online interactive strategies and activities which help build an effective online learning community.

Presentation Description and Goals: The past half a century has witnessed the exponential development of Internet (Madden, 2006) and Internet is growing fast both in the volume of content as well as in the number of users minute by minute (King, Walpole, & Lamon, 2007). According to SLOAN-C (2010), there are 6.1 million students taking at least one online course by fall 2010, which is an increase of 560,000 students over the previous year. Online learning has been promoted as being more cost effective and convenient than traditional education environments, as well as providing opportunities for more learners to continue their education in various settings (Oliver, 1999). However, some researchers such as Middleton (1997) and Wiesenberg and Hutton (1996) have also expressed their concerns towards online learning and have identified several challenges including minimal sense of online community, limited interactions between students, instructors, and course materials, and less motivation of online students. The lack of physical presence and the inadequate communication between instructors and learners in online learning could lead to students' frustration, dissatisfaction, less participation or even higher dropout rates in online courses (Reio & Crim, 2006). Interaction is one of the key variables in the online learning environment. According to Vygotsky (1978), people need to learn between people first, before they can learn inside themselves and internalize the knowledge. Garrison (1992) also argued that meaning is constructed through communicative action instead of isolation. Online communication and interaction differ from the traditional instruction because they are text-based and lack of social context cues. Students from the online environment miss the instructors' passion from the classroom instructions. Gunawardena (1995) even argued that no interaction equals no learning. Developing opportunities for online interaction is essential to a successful online course; it is also the key to build online learning community. In his studies of interaction, Moore (1989) proposed three types of online interactions: interaction with content, interaction with instructor and interaction with peers. According to him, the three types of interactions are overlapping and students' learning experience is at the center of the three overlapping interactions. Online community is another important variable which is worthy of much attention in the online learning. A learning community is "a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct meaning and confirm mutual understanding." (Garrison, 2007). Glasser (1986) stated that the need for belonging is one of the five basic needs in human genetic structure. Researchers such as Bruffee (1993) and Wellman (1999) echoed that strong sense of community can increase the flow of information, the availability of support, commitment to group goals, cooperation among members, and satisfaction with group efforts. Rourke, Anderson, Garrison, and Archer (2001) proposed Online Community of Inquiry framework, and according to them, online community is composed of three overlapping components: cognitive presence, teaching presence, and social presence. Swan (2003) proposed a new useful perspective into studying both the community of inquiry and the three types of interactions, in which she equates cognitive presence with interaction with content, teaching presence with interaction with instructors, and social presence with interaction among students. Considering the great difference between traditional instruction and online learning, online instructors and instructional designers should not "shovel" traditional material online when designing online courses. Both online community and interaction should be greatly considered while designing online courses. Thus, the purpose of the presentation is to:

1. Engage the participants to develop an awareness of the importance of integrating different types of online interactions into online course design.
2. Explore the best practice of developing opportunities for integrating different types of interactions into online course design and building a sound online learning community?
3. Invite participants to provide feedback to share their experience on building online learning community and integrating different types of interactions into their online courses.

Based on the above research framework, detailed strategies on

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designing online community and interaction will be introduced: 1. Interaction with Course Content (Cognitive Presence) • Identify course goals/learning objectives • Present subject matter by using appropriate media • Develop learning exercises to enhance content comprehension • Provide constructive feedback • Consider interaction with course Interface • Develop consistent interface and insure clarity • Orientate learners to course interface 2. Interaction with Instructors (Teaching Presence) • Establish clear expectations for instructor-student interactions and encourage personal contact • Provide timely & supportive feedback • Direct common interaction/ questions to Cyber Café/Q & As • Facilitate one-on-one interaction via journals, email, office hours, etc. 3. Interaction with Peers (Social Presence) • Share experiences & opinions in online discussions • Eight nouns activity • Two truths and one lie • Use provocative, open-ended questions and model/encourage diverse points of view • Encourage classmates to respond to each other as much as possible • Design and facilitate group work • Design small groups for online interaction (discussion boards, wikis, blogs, etc.) • Assign roles for each member in each group • Require discussion summaries -- knowledge creation process • Use other course activities such as: peer review/activities , collaborative projects, and simulations, role-playing

Gatekeeper Perceptions of Interpersonal Skills Learned in Postsecondary Online Degree Programs

Vesta Whisler (Valdosta State University, US)

Abstract:

Gatekeepers, who stand between prospective employees and employers, were surveyed about their perceptions of interpersonal skills of prospective employees who take online vs. traditional courses.

Extended Abstract

Although academic leaders rate learning outcomes of online education as the same or superior to those in face-to-face classes, doubt exists in the workforce about the quality of learning in online courses, especially in the area of interpersonal skills. The literature shows that employer perceptions are based on beliefs that online classes lack face-to-face interaction. Nationwide surveys of HR professionals responsible for employment, recruitment, and placement reported they would choose an applicant with a traditional degree over one with an online degree. In this study, local gatekeepers, or those who stand between prospective employees and employers, were surveyed to determine their perceptions of the preparation of prospective employees who take online courses vs. traditional courses. Survey results revealed the interpersonal skills these gatekeepers are most concerned about. Recommendations based on these results include strategies for providing opportunities for online students to build interpersonal skills.

Models and Metaphors: Developing Critical Thinking in Asynchronous Threaded Discussions

Fredricka Joyner (Indiana University East, US)

Abstract:

Get before and after snapshots of the power of embedding models and metaphors to enhance critical thinking in asynchronous threaded discussions

Extended Abstract

Introduction This presentation, applicable to any institutional level, will share details of the initial review, redesign, assessment and results of an improvement cycle aimed at addressing the challenges of

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stimulating critical thinking in the online discussion forum format. The presentation will then generalize the learning and discuss how the approach can be used with other models and metaphors. Through participation in this workshop, participants will be able to: → identify opportunities to apply this approach in their teaching/learning environments. → apply relevant rubrics to assess the quality of reflection and inquiry stimulated by this type of teaching intervention. → establish a beginning network of colleagues who are interested in similar approaches to teaching and learning. During the workshop session participants will have the opportunity to: → participate - with their colleagues in small groups - in a compressed version of the actual teaching intervention. → discuss with colleagues how they might meaningfully apply a similar approach in their unique context. → discuss with colleagues how rubrics and other frameworks might be used to assess the level of inquiry and critical thinking stimulated by this type of teaching intervention.

Problem/Challenge In the undergraduate online teaching and learning environment, one of the core challenges is to provide opportunities, structures and formats that give students opportunities to practice and demonstrate critical thinking skills. Discussion forums are frequently used as a response to this challenge. At their best, discussion forums allow for connection and interaction among students, can provide exposure to differing perspectives and ideas, and present opportunities for thinking more deeply about the focus topic (Klemm, 2000; Cox & Cox, 2008; Hulkari & Mahlamäki-Kultanen, 2008; LaPointe & Reisetter, 2008). Unfortunately, typical applications of the discussion forum tool often lead to superficial interaction and fail to adequately stimulate the development of critical thinking skills (Klemm, 2000). In their research on this topic, McNamara & Brown (2009) concluded that discussion forums can be an effective mechanism to "facilitate collaborative learning and to scaffold student reflection. However, discussion forums need to be carefully structured and managed to ensure that they result in the deep level of collaborative reflection and active student learning that is desired" (p. 421).

Approach This discussion forum was originally designed to tap into prior knowledge. To accomplish this, at the beginning of the course, students were asked to identify, think about and use the discussion forum to share examples of their best and their worst job experiences. The discussion forum was launched with two basic questions: Describe aspects of your "best" work experience? Describe aspects of your "worst" work experience?

Initial Review of Original Discussion Forum Format Variations of this format were used for several semesters and, while the importance of the activity was never in question, the quality of student posts was generally disappointing. To more clearly understand the specific ways in which the discussion forum posts fell short, a review was conducted. All of the posts from one semester were carefully examined using four general categories. These were, does the student :

- include the Why beneath their response? (e.g. I think that it is important to have fun at work because)
 - include illustrative examples? (e.g. A time when I experienced boredom at work was . . .)
 - make connections to other theories, models, and/or frameworks from current or from other courses? (e.g. The text discussed recognition as an important aspect of engagement and this fits with my best job experience.)
 - ask questions. Upon review, it was immediately evident that most of the posts were simple recall, evidence of critical thinking skills and content-rich responses were minimal, and questions posed to other students were virtually non-existent.
- Redesigned Discussion Forum Format** In order to improve these measures, it was decided that, rather than jumping straight into the discussion forum, the learning activity would be split into two phases. In the first phase, student responses were collected and combined to create a visual metaphor or artifact (an object made by an individual or a group, especially with a view toward subsequent use). This approach was selected because visual metaphors can help reveal patterns, themes, connections and finer nuance. Noel Carroll describes a visual metaphor "as a device for encouraging insights, a tool to think with. That is, with visual metaphors, the image-maker

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proposes food for thought without stating any determinate proposition. It is the task of the viewer to use the image for insight" (2001). The visual artifact was then used to launch the discussion forum. Assessment of Redesign To assess the effectiveness of the redesigned approach, a content analysis of 40 randomly selected posts was completed, using the categories described above. As the posts were reviewed, an additional variable was identified: Did the post identify some type of future action? Results The students seemed to enjoy the redesigned format. In the discussion forum itself, many of the students commented on how much they enjoyed and/or learned from the learning activity. The content analysis results demonstrated improvement in the measurement categories: Variable Why Example Connection Content-rich Question Action % of Comments 53% 38% 13% 97% 20% 10%

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Aligned: From Learning Outcomes to Quality Management in an Online University

Joyce Scott (Texas A&M University-Commerce, US)

Marijane Paulsen (Jones International University, US)

Abstract:

How can progressive alignment of student learning outcome data guide course, program, and institutional improvement?

Extended Abstract

Aligned: From Learning Outcomes to Quality Management in an Online University The presentation will demonstrate the Jones International University (JIU) learning outcomes assessment system and how it serves as a management tool to improve courses, programs, and other aspects of the institution. Presenters will share handouts and slides of current student feedback reports and their use, outline planned revisions to the system, and invite participants to explore how it might be extended for broader application in the future. Participants will be challenged to brainstorm the implications of such an assessment system and should come away with a good understanding of how the learning outcomes data may be used to improve quality throughout the institution. JIU is an online university that has offered online instruction since 1995 and enrolls a diverse student body: 74% are full-time working professionals; 57% are women; and 67 % are 30 years of age or older. To support student learning, meet employers' needs, ensure program quality, and answer multiple accountability demands, JIU evolved a comprehensive management strategy using an assessment matrix that integrates multiple segments of the academic enterprise. The assessment infrastructure was designed to promote student engagement in learning. It evolved into a complex institutional management tool that is integrated into course, program, faculty, and institutional evaluation and planning. The assessment matrix includes learning objectives for courses, programs, and workplace competencies. Faculty assessment of student learning is based on a four-point rating scale ranging from basic to advanced. Faculty evaluate students against

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relevant rubrics and submit this analysis via a Web-based form. JIU compiles feedback into Student Success Data Reports for a cumulative picture of student performance individually and in comparison to peers by course and program over time. These data are merged further to show learning effectiveness of students in a given class or program and to document instructors' teaching effectiveness. Individualized Student Success Data Reports allow students to track their progress. JIU has built on this foundation to develop other assessment instruments to gather information about faculty, courses, programs, and the institution itself. End-of-course and end of program surveys, faculty appraisal tools, as well as feedback from professional licensure examinations, employers, and external evaluators yield important data which are entered into the assessment system. These data are aggregated at the institutional level to facilitate monitoring quality, managing programs, and meeting accountability requirements. Student outcomes data are a powerful tool for institutional improvement and can be applied in the broader evaluative context and used to bring all members of the learning community together to promote student success. At the course level, student performance evaluations are aggregated against course outcomes for a year. An example will pinpoint student difficulties in a particular course (see Figure 1) and presenters will outline the steps taken to revise course content to address problem areas. Figure 1: Student Achievement of Course Learning Objectives Data aggregation at the program level shows how learning objectives have become operationalized across a curriculum and, again, reveals weaknesses in a timely manner. A similar aggregation of learning outcomes on the common workplace competencies allows JIU to assess programs' effectiveness in conveying essential workplace skills to its students. Through the Web-based assessment infrastructure, JIU has created a unique competitive position, enabling the institution to respond quickly to "danger signals" revealed through the data. These data are also useful to students as they may be compiled into portfolios for use in professional resumes and employment applications. From the institutional perspective, JIU has not yet exhausted the possibilities afforded through its assessment infrastructure. Discussion will conclude with the agenda of "next steps" that JIU anticipates in building out its assessment infrastructure to provide more institutional support. While JIU has incorporated rubrics into its courses for over 10 years, most are static, paper-based forms that require the faculty member to translate that information into the grade book. The one exception is the previously mentioned course project-based assessment tool that does feed a database; however, that is not directly tied to the grade book system. In 2012, JIU will build into the grade book the ability to add dynamic rubrics for any assignment. At that point, the university will be able to get the fine-tuned assessment data needed for any, or all, assignments. This step will add greater depth to the information provided for student feedback as well as course and program health. Assessment systems have been around for some time, and many universities already utilize such systems to aggregate their evidence and data for presentation to various stakeholders. JIU will use this information to assist the School of Education to track all of its data as it seeks NCATE accreditation and to assist with the HLC reporting (illustrations will be shared). The assessment elements that have already been built can be incorporated where needed, yielding students an even richer portfolio of all assessment items that may not be reflected in the Student Success Data. One final enhancement is anticipated. Business intelligence systems are designed to support better business decision-making. JIU is currently in the process of moving dynamic copies of all information into a central repository. Data elements to be included are numerous: student demographics, course grades, assessment results, and even data from the assessment system software. Here the university expects to see real advantages. With all of the aforementioned elements incorporated into the BI, JIU will be able to look at students who fail to perform well on certain areas and see if there are patterns. Presenters will share examples of the new reports from the BI system. The addition of the business intelligence system will allow JIU to do a better job understanding who its students are, what their specific needs are, and whether there need to be revisions in university policies, practices, services, or curricula to ensure student success.

LEARN and COLLABORATE for SUCCESS: A Design and Methodology to Promote Online Teamwork

Julie Dilling (Moraine Park Technical College, US)

Matthew Hurtienne (Moraine Park Technical College, US)

Abstract:

Presentation demonstrates how effective design in conjunction with emerging technology tools and use of rubrics lead to a strong team model for peer collaboration online.

Extended Abstract

Learners find it difficult to be motivated and work productively on team based assessments particularly in an online environment. Some of those difficulties are preconceived perceptions ("this is a waste of time" or "another member is getting the grade I earned" or "why can't I do this individually, I do all of the work anyways"), time constraints, and technological barriers. Advisory board input from district area employers indicates that team based assessments are increasingly important to provide students with the necessary social skills that will prepare them for the workplace. Per Prof. David Hakken, SUNY Institute of Technology, "Work is a profoundly social activity. The design problem of cyberspace has thus become how to develop information systems that support work socially." In her abstract, Virtual Workforce, Arie Ball outlines similar challenges faced by businesses and educators in creating community and accommodating the social needs of the virtual worker/student. Ms. Ball highlights the importance of training, engagement, social interaction, and recognition as aspects to focus on. An accounting professor and Dean of Information Technology have successfully implemented strategies that emphasize these aspects creating an effective learning community for team work online that can also be adapted to face to face and blended learning. This presentation will share how effective design within a learning management system can lead to a strong team model for increased collaboration online. Learners are provided various channels to communicate asynchronously and synchronously. Instructors have the opportunity to monitor and encourage participation as necessary. Technology tools such as Skype, GoTo Meeting, Voice Thread, and GoogleDocs are used to support the learning process. The technology tools will be shared during the presentation along with their contribution and value to the team learning process. The audience will be encouraged to participate in the dialogue and share other technology tools that have been successfully implemented for online teamwork. Rubrics have been integrated into the curriculum for teamwork and evaluate both individual and group learning throughout the process and not just the final outcomes. The evaluation process is completed by the instructor as well as the team member's peers. This methodology promotes continual improvement, problem solving, and team building as learners work towards the project outcomes. The success of this design and methodology in courses has most recently been translated into the professional development of faculty and staff. It is being implemented to foster a learning community in a college with three distinct campuses located in different cities, an online campus, and a diverse team of full-time and adjunct faculty with varied schedules. Faculty are encouraged to engage in casual conversations and structured activities that often result in the sharing of best practices, innovative teaching methods and provide opportunities for continual learning and professional growth not constrained by the conference room table but possibly at 2 o'clock in the morning. With these strategies, learners and faculty will feel connected with their peers and be motivated to work productively while collaborating on a successful team outcome. The goals for the presentation include illustrating the design and methodologies used to ensure a strong team model for collaboration focusing on a quality learning process that can be implemented with success online and adapted to other delivery modes. In addition, we will provide suggestions for how this model can apply to faculty training and

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professional development. The audience for this presentation includes deans, organizational development and training personnel and online instructors seeking insight into the design of effective team work. The presenters will share retention data and student successes as a result of the strategies implemented. Participants will be encouraged to contribute questions and comments via interactive texting polls to be conducted throughout the presentation. Matt Hurtienne is currently the Dean of Information Technology for Moraine Park Technical College in Wisconsin, where he oversees the information technology programs at the college. In addition to his administrative duties, he is the Chair for the Advancing Online Education committee at the college. Matt also has experience as an adjunct professor for the Management and Supervisory Leadership program. He has been involved with municipal government administration and organizational / technical education for over fifteen years. He received his bachelor of science from Southern Illinois University in Fire Service Management and his graduate study is from Norwich University in Organizational Leadership. Mr. Hurtienne is currently working towards his Ph.D. in Education and Human Resource Studies - Organizational Performance and Change at Colorado State University. Julie Dilling is currently an Accounting and Business Professor for Moraine Park Technical College in Wisconsin. In addition to her teaching responsibilities, she is active on the Curriculum and Advancing Online Education committees at the college. Julie develops curriculum for a variety of programs and as of late has taken on contracts as an Instructional Designer to review and collaborate on several curriculum projects. She has been teaching and writing online curriculum for over fourteen years at the associate and bachelor degree levels. She was the recipient of the Outstanding Instructor award last year as voted on by her peers. Ms. Dilling received her bachelor in business administration from University of Wisconsin - Whitewater and her graduate study is from University of Wisconsin - Oshkosh in Business Administration. Resources Arie Ball, "Virtual Workforces". 2012 Workplace Trends Report. (Visited June 4, 2012)(http://www.sodexousa.com/usen/roles/facilmgmt/virtual_workforces.asp).

Behind the Scenes: Guiding a Large-scale Curriculum Transformation with a Student-Focused Learning Model

Betty Ring (University of Maryland UMUC, US)

Cynthia Davis (UMUC, US)

Abstract:

Explore how a research-based learning model --principles for course design, faculty practice, and student engagement

Extended Abstract

This presentation will discuss the development and adoption of a Learning Model for The Undergraduate School at University of Maryland University College (UMUC), and how this model drove the alignment and supported the implementation of a large-scale curriculum redesign project. The presentation will include a description of the structured approach that enabled UMUC to redesign every course in the Undergraduate Curriculum and prepare Faculty to successfully deliver these courses for the Fall 2011 semester. The primary focus, however, will be on the research-based learning model in the School of Undergraduate Studies at University of Maryland University College (UMUC) -- the overarching principles and strategies that guide our program and course design, faculty training and development, student services and support - and how it informs all of the Undergraduate School's academic activities and those that support the academic enterprise. It became the enabling tool to align the faculty focus with a student-centric approach to learning. Background: In 2010-2011, UMUC undertook an outcomes-

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based redesign of all of its undergraduate programs -this included over 30 majors and 1200 individual courses in conjunction with moving from a 12- to 8-week session length. At UMUC, 80% of our enrollments are on-line, and our standard format for face-to-face courses is now a hybrid model. The redesign started with learning outcomes identification by employer advisory groups and proceeded to curriculum mapping for every program and every course in alignment with those outcomes. Mapping and course design were done by faculty teams in a structured process facilitated by curriculum specialists and instructional designers. The new curriculum was implemented in Fall 2011 with positive results for student success, satisfaction, and achievement of learning outcomes. Very early in the curriculum redesign process, we recognized the need for a unified approach to learning, and a Learning Model for the Undergraduate School was born -- built on principles derived from Chickering and Gamson's seminal Seven Principles for Good Practice in Undergraduate Education and subsequent research, including UMUC's own ongoing studies of best practices and student success. The Learning Model for The Undergraduate School consists of seven principles: Faculty engagement, including faculty's active and motivating presence, outreach to students, and facilitation of interaction with students. Student collaboration, including group activities and assignments guided by clear direction and evaluation criteria. Active learning, including application, summary and reflection, and connection to real-world experience. Frequent and prompt feedback on all assignments and activities, including comments on performance, criteria for success, encouragement and referrals for further support. Time on task, meaning focus on activities directly related to learning outcomes, adequate guidance, and clear connection of assignments to outcomes. High expectations, in keeping with UMUC's standards for academic rigor and the faculty member's responsibility to challenge and motivate students. Respect for diversity, including diversity of culture, ethnicity, academic backgrounds, and individual needs as well as learning styles. This model was developed and revised with extensive faculty input and then became a key cornerstone for aligning and focusing the transformation, both for course design and faculty development. It also provided the perspective and structure for design of a retraining for current faculty and redesign of the training required of all new faculty, as well as development of other faculty support and training resources. As the curriculum revision project progressed and other initiatives emerged, the Learning Model has taken a central place as an important tool for culture change throughout the institution. The elements of the UMUC learning Model and how it was used as an alignment compass for the transformation, the identification of key stakeholders involved across the university, and specifics related to the faculty support components will be discussed. The communication, training, and on-going support for faculty needed to transform the curriculum to an outcomes-based approach will be included. In addition, we will discuss the measures of success and the results of our initial evaluation of the Fall semester. We will address the effort needed to effectively transition nearly 2000 global faculty, the majority of whom are adjuncts. The last piece of our journey will be a discussion of next steps and how we have begun to institutionalize this approach as part of our on-going process for curriculum design, faculty development, and continuous improvement. Throughout the presentation, we will reference the use of a checklist that participants can begin to complete to plan for their own change initiatives by identifying key components that are needed for such a transformation to occur. Upon completion of this presentation, participants will be introduced to a Learning Model and how its elements guided our redesign efforts. Participants will have increased their knowledge of key components needed to successfully implement a large-scale initiative across a diverse, global institution. Participants will be introduced to a Planning Template to help structure change projects and identify needed stakeholders, resources, and activities.

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Putting Threaded Discussions Under the Lens: Improving Asynchronous Discussions Through Student Examination

Lane Clarke (University of New England, US)

Abstract:

The attendees will learn how they can engage their students in reflection and goal setting that will make their threaded discussions more powerful.

Extended Abstract

This presentation comes from a project that the presenter did with her students in order to increase the effectiveness of asynchronous discussions. Using threaded discussions is a common practice in online courses with the goal to engage students in a discursive community to facilitate increased engagement, higher level thinking, and reflection. While, the validity of using threaded discussions is strong, how we use them and how the students perceive them is still being understood. In this project, the presenter engaged her students in two rounds of reflection and goal setting in order to make asynchronous discussions more powerful. After the first four weeks of discussions, students were asked to pick one week's discussion to closely analyze. Students were asked to look at the quantity and quality of their individual responses in the discussion, the quantity and quality of the group's discussion, and then make some individual and group goals to drive the following four weeks of discussion. After this first round of reflection students demonstrated a deeper understanding of the what/why/ how of threaded discussion participation. After the second set of discussions the students were again asked to reflect upon their individual and group participation, as well as reflect on how well they achieved their goals. Upon this second phase of reflection, students demonstrated a more acute awareness of individual responsibility to discussions as well as the power and the intricacies of the social construction of knowledge. The students in a follow up reported that through this reflection activity they became more effective participants in threaded discussions. The instructor also achieved a better understanding of how to more effectively engage students in threaded discussions. In this session, the presenter will share how such reflective opportunities can improve threaded discussions for students and instructors alike.

Adapting the Community of Inquiry survey for Student Perceptions of Online Programs

Swapna Kumar (University of Florida, US)

Abstract:

Presentation of the development, implementation, and results of an adapted Community of Inquiry (COI) survey for online programs. Discussion of existing measurement methods for COI.

Extended Abstract

The University of Florida has offered an online professional doctorate in Curriculum and Instruction with an emphasis in Educational Technology since fall 2008. The Community of Inquiry (COI) framework comprising social, teaching and cognitive presence guided the design of online courses and activities in the program (Garrison, Anderson & Archer, 2000). During the first offering and evaluation of the program, it became apparent that the components of the COI framework, previously proposed and analyzed in online courses, would need to be expanded to encompass online interactions in an online program (Kumar et al., 2011). In this presentation we will first present an extension of cognitive, teaching, and social presence for online programs. We will then focus on the adaptation of the COI survey (Arbaugh et al., 2008), developed for online courses, to measure faculty, social, and cognitive presence in an online program. The description of the extended framework, the survey, and the results could be useful to educators engaged in online programs that are guided by the COI framework and to

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researchers working with the COI framework and survey. Furthermore, the discussion of instruments and methods available to evaluate online programs based on this framework will provide insight for all those engaged in online teaching and learning or online programs.

Legacy Analytics: Using Data You Already Have to Help Students Succeed

Chuck Dziuban (University of Central Florida, US)

Patsy Moskal (University of Central Florida, US)

Abstract:

Research at the University of Minnesota and the University of Central Florida explores the potential of using preexisting institutional data for identifying at-risk students.

Extended Abstract

Background: Recent developments in analytics underscore the growing belief in higher education that students who are at risk might have their chances of success greatly increased by providing them and their instructors with information about their behavior in a course. The underlying assumption seems to be that early intervention can go a long way to increase to odds of course success by harvesting and mining data about students' behavior and engagement in their classes. In some respects, the intense interest in the analytics approach stems from the remarkable success in customer marketing achieved by mining user behaviors and buying preferences on entities such as e-bay, Amazon and Netflix. In an excellent effort to build a conceptual framework around this emerging field, Barneveld, Arnold and Campbell organized this new discipline into several elements: business analytics, academic analytics, learning analytics, predicative analytics, action analytics and decision-making structures. Interestingly, emerging approaches and platforms parallel that organizational scheme. Some representative examples include programs that: 1. Simply alert student of their risk status based on their behaviors in a learning management system: Signals, RioPace and Starfish 2. Encourage students to examine their own participation data and self assess their risk status: University of Maryland Baltimore County 3. Develop success strategies for students: Sinclair Community College 4. Assess student potential based on their life orientation: MAP-Works 5. Assess student skill achievement with in a course: Carnegie-Mellon OLI 6. Assess student degree completion potential: Austin Peay Degree Compass As we examine current possibilities for integrating analytics into higher education one point becomes obvious. All of these approaches require the adoption of some kind of platform, either open source or proprietary, that requires some degree of expense, support and integration into the institutional culture--specifically convincing faculty that there is some added value to be gained. It is precisely this point that has given rise to the cooperative initiative between Minnesota and UCF. Specifically, the two institutions are exploring the possibility that current legacy databases contain information that can enable students and faculty members to assess non-success probabilities with reasonable accuracy thereby developing analytic capability with data that both universities currently have. The UCF Approach: the UCF project defined non-success as a student withdrawing or receiving a grade of D or F because all three of the outcomes would lead to eventual dismissal from the university. The first procedure (add one logistic regression) examined several predictors of non-success: course modality, course level, class size, gender, ethnicity age, SAT score, college membership, high school GPA and cumulative GPA. The results of that study revealed that the only relevant predictor of non-success was cumulative GPA (full model R

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squared=.405). The second phase of the investigation involved using students' cumulative GPA deciles in a classification and regression tree for predicting non-success. That showed that students in deciles 1 and 2, in spite of an average GPA of 2.23 had a non-success odds ratio of 5:1 when compared to deciles 2-10. The UCF model proved viable across multiple instructional modes: face to face, online, blended lecture capture, freshman and seniors. The Minnesota Approach: At the University of Minnesota, researchers used a model developed by the Office of Institutional Research to forecast student retention and persistence through their college careers, extending that model, which includes demographic and aptitude variables, to predict student success and non-success in individual courses. Researchers also investigated, for a smaller sample of courses, the degree to which online participation and activity variables improved the predictive power of the model.

Scale, Ambivalence and Analytics: Developing Models for Understanding Online Learning Environments

Chuck Dziuban (University of Central Florida, US)

Patsy Moskal (University of Central Florida, US)

Abstract:

This session will examine scaling evaluation beyond the course, students' ambivalent evaluations, and institution-level analytics and explore the impact of these issues on online learning.

Extended Abstract

Student's Evaluation of their Online Learning Experience Under Ambivalent Circumstances: Increased options and flexibility in the online learning environment have fueled intense interest in higher education about how students respond to these modalities. Student satisfaction is one of the metaphorical pillars endorsed by the Sloan Consortium (Moore, 2011) having led to constructs such as the community of practice structured from an evaluation perspective by cognitive, social and teaching presence (Garrison & Vaughan, 2008). Generally, the evaluation process has been consistent, where students rate their online classes using instruments constructed from the literature of the past decades such as the Student Evaluation of Instruction (SEI) (Dziuban & Moskal, 2011). However, much of the development of these student ratings forms happened before the advent of online courses and other instructional formats, thereby raising issues about the need for more responsive evaluation models. For instance, questions arise about whether items should be customized for course modality or, even further, if separate forms should be constructed for each modality even with the associated equating problem. In spite of these concerns, most institutions persist in gathering evaluative student data for their online courses at some level believing that there is inherent value in student feedback on instructional effectiveness. The session will present results from a study examining student responses to their undergraduate online courses for the academic years 2008 through 2010 (n=64,502). The underlying question of this study was: is there a difference in the number of elements by which students evaluate their online courses depending on the degree of ambivalence they express about those courses? Further, if there is a difference, what are the dimensions and how do they relate to each other? The data from this study showed that as student ambivalence increases, so do the number of elements they use to evaluate their courses. As the student view of a course becomes more complex, those elements by which they make judgments become much more independent of each other. The presenters hypothesize and will discuss that models students develop to evaluate course quality is a function of agency, psychological contracts, ambivalence, prototype theory, intuition, idealized cognitive models and satisfaction. Using Action Analytics to Inform Decisions: At the institutional level, common analytics questions arise about the relative effectiveness of these course modalities in university organizations such as the faculty senate, student government, faculty development and support units, colleges and departments among others. Most often these effectiveness questions frame themselves in

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terms of student success, withdrawal and satisfaction. Providing comprehensive answers to these questions in a timely fashion contributes to building a university culture that embraces analytic thinking. Using analytics to continuously monitor outcomes attributable to distributed learning, including student ratings and student success, can inform faculty, department chairs, deans, and administrators. The ongoing tracking of institutional data becomes a powerful means for using large extant university datasets to provide significant insights that can be instrumental in strategic planning. Success and Issues in Scaling Evaluation of Online Learning: Evaluating online courses, programs, and initiatives can be thought of as an intimidating prospect. The presenters will describe a model of evaluation that can be implemented and scaled to gauge the success of online courses. Student success and withdrawal rates for online courses compared with their face-to-face counterparts. The presenters will discuss their approach for capturing analytics data you may have on hand, as well as constructing and administering surveys to capture attitudes of stakeholders. Sample surveys will be provided.

Proactive Strategies to Promote Academic Integrity

Lisa Marie Johnson (Ashford University, US)

Abstract:

Need to design online courses that promote academic integrity? This session provides practical proactive strategies for online instructional design!

Extended Abstract

In collaboration with WCET, the Colorado Community Colleges Online developed an open content tutorial for student use and faculty professional development. In this session, the tutorial's primary designer will discuss how to access and use the resource and provide a brief presentation about the scope of academic integrity in today's online higher education environment. Additionally, numerous proactive strategies for instructional design of online courses to promote academic integrity will be presented. The audience will be encouraged to share their strategies and brainstorm strategies as a group. Goals - (1) Define Academic Integrity (2) Locate open content resources for faculty and student development about Academic Integrity. (3) Recognize proactive strategies to promote academic integrity

Effectiveness of Online College Success Courses At Rio Salado College, A Maricopa Community College

Melanie Abts (Rio Salado College, US)

Abstract:

Action research study determines effectiveness of two online college success courses at a community college.

Extended Abstract

Presentation Style: Audience will engage in answering a few questions by show of hands towards the beginning of the presentation. Audience will be shown a presentation of the study and results (25 to 30 minutes) Remaining time will be used for question/ answer session. Topic is relevant to innovation in community college research. Context Higher education has earned a grade of "F" (less than 50 percent) for graduation rates in the United States (U. S.), since only half of the students who attend university or community colleges are obtaining degrees (CCSSE, 2010; Diamond, 2006; Miller, Lincoln, Goldberger, Kazis, & Rothkopf, 2009; Oblinger, 2010). This is not acceptable if the U.S. wants to remain competitive

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in today's global market. America has fallen behind other developed countries in postsecondary attainment, and large gaps in college completion rates remain for low-income and minority students (Auguste, Cota, Jayaram, & Laboissiere, 2010; Jenkins & Bailey, 2009). Presently, the most significant barrier to college success and corresponding low graduation rates in higher education is the fact that students are coming to universities and community colleges lacking college readiness skills (Bowen et al., 2006; Conley, 2010; Pascarella & Terenzini, 2005; Upcraft, Gardner, & Barefoot, 2005). Essential college readiness skills include study skills (note taking, reading a text book, identifying main points, preparing for exams), goal setting, test taking strategies, and time management (Jenkins & Bailey, 2009; Upcraft et al., 2005). The issue of academic preparation can be even more problematic for students in an online setting (Lorenzo, 2011). Palloff and Pratt (2003) indicate that, "Students who are taking online courses for the first time often have no idea about the demands of online learning" (p. 11). An online student must possess specific abilities and skills in order to be successful. These abilities and skills include self-motivation, time-management, and technology proficiency (Bell, 2006; Kelso, 2009; Lorenzo, 2011; McGhee, 2010). Online students not only need to have basic technology skills, but they also need access to a computer and the Internet. While online community college courses may appear attractive to students because of the low cost, increased accessibility, and flexibility, online community college courses that require students to have the aforementioned skills and tools can present an added barrier to college success. Research Question There is a body of literature that generally indicates an association between participation in college success courses and a range of positive outcomes, although the literature is mostly geared toward university students (Estevez, 2005; Lingo, 2009; O'Gara et al., 2009; Pascarella & Terenzini, 2005; Upcraft et al., 2005; Vosberg, 2006). As a result, a dearth of research regarding community college success courses abounds (Gray 2001; Kelso, 2009; Tighe, 2006). However, this research study will provide some much needed information by attempting to answer the following: What are students' perceptions of their acquisition of college success strategies in Rio Salado's online college success courses? Definitions CPD stands for Counseling and Personal Development. CPD 115 (College Success, 1 credit) is a course that teaches strategies for college orientation, personal growth, and study skills development. CPD 150, like CPD 115, teaches college orientation, personal growth, and study skills, but additionally covers educational and career planning. The main difference between the two courses is that the CPD 150 course provides several weeks of a career exploration component while the CPD 115 does not. The career component was not measured for this study so that both courses could be measured. Method This presentation will share results of an action research study used to write a doctoral dissertation. The purpose of the action research study was to determine the effectiveness of two online college success courses: CPD 150 (College Success, 3 credits) and CPD 115 (Success Strategies, 1 credit), at Rio Salado College, a Maricopa Community College in Arizona. The goal of these courses is to prepare students to be college-ready by examining college readiness and learning skills. The Motivated Strategies for Learning Questionnaire (MSLQ) is a self-report instrument designed to assess college students' motivational orientations and their use of different learning strategies for a college course (Pintrich et al., 1991). The MSLQ is useful in measuring effectiveness of college success courses because it measures motivations, learning strategies, time management skills, test anxiety and self-efficacy. Thirteen of the fifteen subscales of the MSLQ were used in this action research study. Six motivation scales included: intrinsic goal orientation, extrinsic goal orientation, task value, control of leaning beliefs, self-efficacy for learning and performance, and test anxiety. Seven learning strategy scales used included rehearsal, elaboration, organization, critical thinking, self-regulation, time and study environment, effort regulation, (Pintrich et al., 1991, 1993). The Motivated Strategies for Learning Questionnaire measured students' perceptions of their own college readiness in a pre-test/post-test format. Descriptive statistical analysis was used to compare the pre- and post-tests to determine whether the average student scores changed after completion of the college success course. Paired samples t-tests (or repeated-measures test) were conducted on 2 scales consisting of 13 subscales of

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the MSLQ of the Motivated Strategies for Learning Questionnaire. Results Data analysis revealed that students reported that they had better study skills after the course than before completing the course. Particularly, learning strategies, test anxiety, self-efficacy, effort regulation (self-management), control of learning beliefs, study skills, and time and study environment stand out as showing substantial improvement for the students. Conclusions Overall the students reported that they had better study skills after the course than before it. These findings validate that students perceive the course is effective in helping them become college-ready. Measuring students' perceptions of acquisition of student skills through these courses by those who take it as an elective was the first step in testing the hypothesis to determine the effectiveness of preparing students to be college-ready by examining motivation and learning skills in Rio Salado College's online college success courses. Understanding the effectiveness of the courses allows me, as counseling faculty chair, to strategically plan for expanding access to these courses and correspondingly influencing student success and completion rates at the college.

Efficacy of Voice Vs. Text Chats for Learning Probing Questions by NNS Medical Professionals in Online Courses

Olga Ellis (The University of Arizona, US)

Abstract:

Through an English for Specific Purposes: Communication in Nursing online course, the present study examines the efficacy of synchronous voice-based and text-based chats.

Extended Abstract

Through an English for Specific Purposes (ESP): Communication in Nursing online course, the present study examines the efficacy of synchronous voice-based and text-based chats as instructional and communicative modes in learning to use open questions for probing in therapeutic dialogues by non-native speaking (NNS) participants, students of a nursing college at a major university in the Philippines. The study draws on a plethora of research findings in online education, ESP online course designs, text-based vs. voice-based synchronous chats and their place in learning online, efficacy and application of text and voice-based communicative practices in online courses designed for NNS students, issues related to medical discourse, humanization, and patient-centeredness of communicative encounters (e.g., between a nurse/provider and a patient/client). The study examines the following questions: (1) which interactional mode - voice or text - provides for better learning of probing questions by NNS medical professionals through noticing of their use in therapeutic dialogues and situations typical for everyday healthcare-related communicative settings in an online course; (2) what evidence is there to suggest that the skill to use open questions for probing in role-plays of therapeutic dialogues by NNS medical professionals developed through text-based practices in an online course might transfer to their speech and vice versa; (3) which interactional mode - voice or text - is perceived by the online-course participants as more effective for learning to use probing questions in therapeutic dialogues and healthcare-related communicative encounters. The results of the analyses supported many of the hypotheses for both research conditions. More specifically, they supported the predicted efficacy of both forms of online instruction and communication - voice-based and text-based - in learning probing techniques by the online course participants; furthermore, a possibility of the two-way language-skill transfer modes - from text-to-speech and from speech-to-text - was suggested in learning second language online through application of synchronous chat sessions. Although more research is necessary in the above-mentioned areas of language learning in the context of online education, the research findings of the present research study are highly suggestive of effective implementation of voice-based and text-based synchronous chats in ESP online course designs for NNS speaking students. This

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presentation will inform the participants about the results of the above-mentioned study in light of synchronous, text-based and voice-based chat use in online course designs.

Online Student Views of the Quality of Instruction

Lawrence Ragan (Penn State, US)

Abstract:

The results of a research study of online learners at the World Campus on elements identified as important as indicators of the quality of instruction.

Extended Abstract

Students, parents, pundits, and politicians are increasingly questioning the utility of attending an institution of higher education. One underlying issue within this discussion is the quality of the instruction that occurs at the post-secondary level. Increasingly in the spotlight is the question of the quality of instruction in the online classroom. What do students indicate as the important elements of online instruction? Little research has examined the issue of what constitutes quality instruction in the online classroom. Many assumptions exist as to what students may view as "quality indicators" such as the grade they receive or the general ease of class assignments. In reality, students may perceive that quality instruction includes teachers that are perceived fair, interesting, and class assignments that are "do-able." Using data from an online surveys of undergraduate students carried out during spring semester 2012 with students enrolled via Penn State's World Campus, this presentation highlights the findings and explores the views of students concerning the importance of specific instructional elements/practices for achieving quality instruction in the online classroom. Students were asked to indicate how "important" each of the 39 practices were in determining the quality of instruction in college teaching in the online classroom. Importance was measured on a scale of 1 to 5, where 1 meant "not important" and 5 was "very important". For this analysis, codes 4 and 5 were combined to represent a response of "important. Differences in the answers given by students and teachers to each of the 39 items were tested for statistical significance. Factor analysis suggested the items could interpretatively be clustered to describe elements of the following eight dimensions or factors. • Instructor is Clear/Understandable • Instructor is Knowledgeable/Organized • Instructor is Fair • Instructor is Enthusiastic and Interested in teaching • Instructor promotes a Positive Social Atmosphere in the class • Instructor promotes Critical Thinking • Instructor uses Technology for teaching • Instructor uses Collaborative Learning techniques Students had the opportunity to suggest the importance of instructor's clarity in presentations, knowledge of subject matter, preparation and organization, fairness in evaluation of student work, and enthusiasm about teaching the course. These elements are often conceived of as the cornerstones of pedagogy, and students and teachers alike see them as such. The results of this study can guide the design and development of not only the online course but also direct the allocation of time and energy of the online instructor to best affect. A review of these findings will examine if students reflect largely traditional notions of the instructor as a "sage on the stage" where the quality of instruction was seen as dependent upon the actions of a knowledgeable teacher who prepares for class, and presents material in a clear/understandable fashion. Understanding the perceptions of instructional quality and the relationships of these to student course evaluations are important first steps to improving the teaching/learning process. Nowhere is this more critical than the rapidly evolving teaching and learning environment of the online classroom. Monitoring and enhancing the quality of instruction in this new educational delivery format can facilitate the retention of students,

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assist faculty in increasing their teaching effectiveness, and enhance the reputation of universities as they seek to meet the ever rising requirements of its stakeholders and the larger society.

"Learning Presence" in the Community of Inquiry: New Evidence for an Emerging Construct

Peter Shea (University at Albany, US)

Suzanne Hayes (SUNY Empire State College, US)

Mary Gozza-Cohen (Widener University, US)

Abstract:

Does the existing CoI model fully explain engaged learner strategy in online activities? Our research suggests "learning presence" better accounts for learner agency and co-regulation.

Extended Abstract

Introduction Many college students enroll in online courses without a good understanding of how this type of learning is different from that found in traditional classrooms. Many are unprepared for student-centered learning; others struggle with understanding the role of instructors as facilitators; some are slow to grasp how to participate effectively in collaborative learning activities; and many lack understanding of why they are expected to work together to build shared understandings. What separates students who are successful in adapting to this new form of learning from those who are not? Agency and adaptive skill are learner qualities constituting the necessary preconditions for success in personally directed and social forms of learning (Zimmerman, 2008). According to a meta-analysis by Means, Toyama, Murphy, Bakia, and Jones, (2009, p. 45) the key to "more positive online learning outcomes" lies in students' active involvement in processes of planning, monitoring, and reflecting - processes which stem from motivation, agency and self-regulation. In 2010, Shea and Bidjerano proposed a new construct called "learning presence" that represents learners' self- and co-regulation of learning in online courses. This was developed to extend Garrison, Anderson and Archer's (2000) community of inquiry (CoI) model which is widely used to explain the process of effective online learning. The original CoI model included three presences: Social presence (SP), characterized by a supportive collegial online setting; teaching presence (TP), defined by instructional orchestration appropriate to the online environments; and cognitive presence (CP), which is the extent to which learners can construct meaning through sustained reflection and discourse. The model suggests that at the intersection of these presences lies a meaningful online learning experience. Drawing on empirical evidence, we suggest that these three constructs do not fully explain the abilities and behaviors active and engaged students bring to their individual and collaborative online activities. Hence, based on new evidence presented here, we argue for the addition of learning presence (LP) as a new dimension within the CoI model to account for learner agency, control, and co-regulation of learning. Methods Quantitative content analysis of five online discussions in a graduate level course was conducted to identify SP, TP, CP, and LP in students' discourse. Social network analysis was also used to visually represent student network positions, such as centrality (Wasserman & Faust, 2007) that previous online learning research has found correlates with positive outcomes. Further, student nodes in the module's network were sized to represent different contributions of the four CoI constructs. Results & Discussion Students who ranked highest for LP, SP and CP occupied advantageous network positions for centrality. In contrast, TP rankings for centrality were not significant, perhaps because of the low levels of organization and design, facilitating discourse and direct instruction demonstrated by students in the discussions. High correlations were found between CP and SP (.95) and LP and SP (.79). This highlights the social nature of online learning, indicating that the capacity to engage in meaningful interaction

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(reflected in CP) is predicated on social connections among interlocutors. The correlations between SP and LP also suggest that a component of LP is strategic relationship management through interaction. It indicates that sociability or gregariousness provide a necessary level of social lubrication to support students as they negotiate meaning through shared knowledge construction and social regulation of their learning processes. The distribution of the occurrences of four constructs in course discussions revealed SP (55%) highest, followed by CP (23.4%), LP (15.5%), and, TP (6.3%). This suggests that TP, as defined by the current CoI model, was not frequently displayed in the students' discourse, despite the specific assignment of TP roles to students. This is not surprising considering that the roles underlying TP signify 'teacherly' activities reflecting expectations of what teachers typically do, not what students do. This validates the usefulness of incorporating the LP construct into the CoI framework to account for those behaviors that are specific to the learner and which online instructors do not (in fact cannot) demonstrate. Additionally, in the absence of a significant correlation between CP and TP in this study, perhaps LP as the embodiment of student self- and co-regulation is the more encompassing construct that better describe students' unique contributions to the CoI model and may point to a need to examine more contemporary models of student-centered knowledge construction (Paavola & Hakkarainen, 2005; Scardamalia & Bereiter, 1994; Zhang, Scardamalia, Reeve & Messina, 2009). In a collaborative classroom, everyone teaches and this is a worthy ideal. However, conflating teaching and learning obscures as much as it illuminates. The integration of the LP construct into the CoI framework calls for a reconceptualization of the TP construct to encompass those roles specific to instructors. These roles include, but are not limited to, principal guide, coach, and instructional designer, recognized provider of limited, but crucial, direct instruction, lead supporter of meta-cognition, and ultimate arbiter of "official" evaluation. Students may also support these roles, but if the instructor does not take them on, a recognizable breach is committed. Close correlations between SP and CP suggest that future inquiry should focus on untangling differences in the expression of SP by students and instructors. We suggest that SP cannot occur in isolation and that the current conceptualization of the CoI model may indicate that it does. We conclude that a more accurate depiction of these constructs would locate SP within the attitudes and actions of teachers and students in online environments. Below we provide a tentative model that retains three forms of presence, yet reflects the unique contributions of students and teachers to the model. For learners, this reflects self and co-regulation of online learning (Social-Learning Presence). For instructors, we conjecture that more effective online teaching is colored by attention to its social dimensions (Social-Teaching Presence). Finally we conclude that it is important to more clearly emphasize that learning is not simply cognitive but rather a socio-cognitive process and that this might also be reflected in the model. Link to web site with Model, Works Cited, Tables & Charts <http://wp.me/P1SQ8K-3C> Password: HPLO2

Cyber Bullying: A New Phenomena in Online Education

Gina Smith (Walden University, US)

Maria Minor (Walden University, US)

Henry Brashen (Walden University, US)

Abstract:

The presenters of this roundtable presentation will discuss the elephant in the room topic of cyber bullying in the online college course forum.

Extended Abstract

There has been very little research to date on the existence and implications of cyber bullying in online settings. These researchers will facilitate a discussion around the 'elephant in the room' topic of cyber

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bullying in the online college course forum. Dr. Brashen, Dr. Minor, and Dr. Smith will share the results of their qualitative study of online college instructors. They will bring to light the issue of cyber bullying in online forums, which includes data and results of their study. They will also present their findings related to how cyber bullying affects instructor performance. The presenters will share recommendations established in their study and prompt further discussion on how colleges/universities can handle cyber bullying in a manner that protects the integrity of learning. In the United States there is growing concern about cyber bullying (Hinduja & Patchin, 2011). The National Crime Prevention Council (2010) defines cyber-bullying as "the use of the Internet, cell phones, or other devices to send or post text or images intended to hurt or embarrass another person" (Para. 2) Existing research identifies the problem of student's cyber bullying instructors in secondary education. A 2007 study conducted by Smith revealed the following: 17% of teachers surveyed indicated they had experienced some form of cyber bullying that came in the form of upsetting emails and unwelcomed text messages. The results also showed that 53% of respondents did not know whether their school had a code of conduct to address cyber-bullying, and 39% said their schools did not have such a policy. Of those schools which did have a code of conduct to address the issue, 19% said it was not properly enforced and 72% did not know if it was. (Para. 8) There is little evidence that research exists about student's cyber bullying instructors in the post secondary environment. More research is needed to identify its existence and understand the impact cyber bullying has on instructor's performance. This research is intended to facilitate discussion around 4 questions: 1. What are the experiences college professors in on line settings have with cyber bullying from students? 2. If instructors have experienced cyber bullying from students, how have they handle the situation? 3. If an instructor does not do anything about problems related to cyber bullying, why? 4. How should cyber bullying in online settings be addressed? The foundation of the presentation includes the researchers' study involving 346 online faculty members (both graduate and undergraduate) from the College of Management and Technology at a for profit online institution were selected to participate in this study. 68 surveys were returned. Since little research has been done in the area of online cyber bullying, it was felt that identifying themes around cyber bullying could lead to more in depth and generalizations and applications in the future. The major themes that emerged when participants were asked to identify barriers to reporting cyber bullying are worth further exploration. A majority of participants (83.9%) were contributing (part time) faculty. Many respondents indicated that they were unsure who to go to when encountering cyber bullying. Over 60% of the participants either did not know what resources were available or felt that there were not any resources available to assist them with the topic of cyber bullying in the online forum. This is alarming since cyber bullying is a growing problem in the United States (Dilmac, 2009; Hinduja & Patchin, 2011; National Crime Prevention Council, 2011; Smith, 2007). It is worth further investigation to discover what faculty should do when they feel there are no resources or they do not know what the resources are as they, or their students, experience cyber bullying in the online forum. The data from our round table discussion can assist colleges/universities in developing a policy that protects instructors and students. Instructors and students need to feel safe in the classroom. If they feel threatened, they are not going to address student cyber bullying for fear of repercussion, poor evaluations, or lack of continued employment. If we can address student cyber bullying successfully, we will promote healthier classrooms where students feel free to express themselves. We will have faculty that are not afraid to evaluate honestly and teach without fear. References Dilmac, B. (2009, Summer). Psychological needs as a predictor of Cyber bullying: A preliminary report on college students. *Educational sciences theory and practice*, 9(3), 1307-1325. Hinduja, Sameer, &, Patchin, J. (2011, February). High tech cruelty. *Educational Leadership*, 49-52. I-Safe. (2009). I-SAFE survey. Retrieved October 8, 2010 from <http://www.isafe.org> National Crime Prevention Council. (2010). What is Cyberbullying? Retrieved from <http://www.ncpc.org/programs/circle-of-respect/understanding-bullying-an...> Smith, A. (2007). Cyber-

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bullying affecting 17% of teachers, poll finds. Education Guardian, Retrieved from <http://www.guardian.co.uk/education/2007/jan/19/schools.uk>

Electronic Portfolios in Online Developmental Mathematics Courses

Theresa Butori (Capella University, US)

Abstract:

Electronic portfolios can play a vital role in an online developmental mathematics course. Learners have the opportunity to document their abilities and reflect on experiences.

Extended Abstract

Goal: Showcase best practice Extended Abstract: Every online math instructor would like to ensure that learners are learning, that they are confident in their abilities, and that they are able to complete the course. These online developmental mathematics courses require no exams; in particular, there are no multiple choice exams or predetermined problems to solve. In addition, each weekly assessment involved having the learners create original math problems after receiving feedback on the homework problems for the week. They also post the complete, step-by-step solutions for the problems and a reflection for the week in their own portfolio wiki. In these courses, learners are provided with extensive feedback on their own problems, and they are required to correct their errors and resubmit work. There were very few errors in these original problems and some learners come up with some very complex, interesting problems. Alternative assessment requires learners to demonstrate application of content, critical thinking skills, and communication skills. Assessment practices should support learners as they construct their own meaning along with provide a direct measure of learning consistent with learning outcomes. Facilitators focus on key concepts to design "alternative" assessments, concepts and skills that involve critical thinking skills. Critical thinking is considered explicit in such tasks that require learners to communicate how they connect concepts learned in the domain with problems encountered in the real world. Alternative assessment may also increase a learner's repertoire of problem-solving strategies (Wiggins, 1998).

Do Students Experience "Flow" Conditions Online?

Katrina Meyer (University of Memphis, US)

Stephanie Jones (Texas Tech University, US)

Abstract:

Do graduate students experience the nine flow conditions while in online courses or other non-course-related activities?

Extended Abstract

This study asked graduate students enrolled in higher education programs at two institutions to ascertain whether and to what extent they experienced nine flow-related conditions in two settings: online courses or surfing or gaming online. In both settings, flow was experienced "sometimes," although no significant difference in mean frequency was found for the two settings. When asked for examples of flow, however, students gave more examples drawn from non-class-related activities (n=35) than class activities (n=3) including researching a number of topics related to health, travel, or shopping, or working on Facebook. Finally, students found that online class experiences "frequently" impacted their satisfaction with the course and three flow conditions were found to be correlated with course

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satisfaction at $p \leq 0.05$: clear goals, concentration and focus, and a sense of personal control over activity.

Learning What Works: Using Technology to Enhance Student Success in the First College Year

Deborah Mixson-Brookshire (Kennesaw State University, US)

Stephanie Foote (Kennesaw State University, US)

Abstract:

Join us as we share our research on what works in first-year student online learning.

Extended Abstract

The U.S. Department of Education's Learning at a Distance Report (2011) indicates that the number of undergraduate students enrolled in one or more courses offered through distance education rose from 8 to 20 percent in 2008. As more courses move to an online or hybrid format, instructors are challenged to conceptualize how the active and engaging style of many first-year seminars (Hunter & Linder, 2005) can be adapted to fit these formats. It is also important to understand who these online learners are, their expectations about the courses they are taking, and their perceptions of academic abilities. In this poster presentation, we will share the nascent findings of a longitudinal study of student perceptions of academic abilities in hybrid and online sections of a first-year seminar (KSU 1101) at Kennesaw State University. The mixed methods study involved 500 first-year students in 23 online, hybrid, and face-to-face sections of the first-year seminar, and used several different data collection tools (i.e., Rosenberg Self-Esteem Scale, Personal Report on Communication Apprehension, customized questionnaire of student perceptions, student grade point averages, etc.). The study was guided by the following exploratory research questions: a) What are the perceptions of the extent to which hybrid and online sections of the first-year seminar are meeting the stated course outcomes?; b) Which assignments have the greatest influence on those perceptions?; c) Which assignments have the greatest influence on student perceptions of engagement (with peers, with content, and with the instructor); d) What are first-year seminar students' perceptions of their academic abilities and communication apprehension?; e) What influence, if any, do teaching methods used in first-year seminars taught using aspects of online, hybrid, or distance learning have on those perceptions?; and f) To what extent do student and instructor perceptions of the impact of the methods used in the instruction of the first-year seminar differ? The significance of the research could impact the ways in which faculty organize and approach their online and hybrid courses. Also, the knowledge we will share in our poster presentation could be transferred to other traditional gateway courses (e.g., English composition, math, etc.). Distance learning is growing and emerging, regardless of audience and the transferability of our conducted research goes beyond the first year. Offering a wide range of applicability beyond our assessed course, the information shared can potentially be applicable in other gateway courses and high schools. This poster presentation will examine the impact of instructional tools used in distance learning formats on student learning in a first-year seminar, and instructor and student expectations about the impact of these tools on student engagement and learning in the course. The information in the session will be organized into three parts. Part I will present findings related to student and instructor perceptions about the course, assignments, and learning (related to the first-year seminar). We will also explore differences in student and instructor perceptions. In Part II, we will share student perceptions about their academic abilities before and after taking the first-year seminar. Finally, in Part III, we will present examples of pedagogy and practices that students and instructors perceive to have the greatest influence on learning and effectiveness in the first-year seminar. Because both presenters teach face-to-

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face, online and hybrid first-year seminars, we will also talk about how the findings have influenced our approaches to teaching first-year students in traditional and online learning environments. Although first-year seminar instruction is discussed extensively in existing literature, this session explores emerging research involving students in hybrid and online sections of a first-year seminar. Regardless of academic and/or professional training or years of experience in the classroom, teaching a first-year seminar online may not be intuitive. This session builds from the idea that research can be used to allow any instructor to encourage deeper, more meaningful learning and engagement in online and hybrid first-year seminars. As a result of attending this session, participants will: 1. Become familiar with emerging research findings (from the current study) on student and instructor perceptions about assignments and methods of instruction that impact learning in the first-year seminar. 2. Understand how students in the study perceive their academic abilities before and after taking the first-year seminar. 3. Learn specific pedagogies and practices students and instructors in the study perceived to have the greatest influence on learning and overall effectiveness in the first-year seminar. References Hunter, M. S., & Linder, C. W. (2005). First-year seminars. In M. L. Upcraft, J. N. Gardner, & B. O. Barefoot, (Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp. 275-291). San Francisco, CA: Jossey-Bass. U.S. Department of Education (2011, October). *Learning at a distance: Undergraduate enrollment in distance education courses and degree programs* (Stats in Brief). Washington, DC: Author.

Using Technology in Principles of Economics: Aplia

Naranchimeg Mijid (Central Connecticut State University, US)

Abstract:

This paper measures the impact of Aplia on the likelihood that students will pass Intro courses with a grade of C or better.

Extended Abstract

The literature about the effectiveness of technology in classroom is extensive but results are mixed. Students today are comfortable with using computers and the Internet, and expect these tools to be part of their academic experience. The impact of other technology innovations is not clear. One recent innovation is Aplia, an online learning and teaching tool that helps to increase student engagement. Although the literature about its impact on academic achievement is limited, it nevertheless points to a positive correlation. Some studies report a positive impact on students' performances measured by final grades but attribute the impact to improvements in student-faculty communications. This paper offers a new approach regarding Aplia's effectiveness. Unlike previous studies, our focus will be the likelihood that students will pass the Principles of Macroeconomics and Microeconomics courses with a grade of C+ or better. We use a Logit model to measure the impact of Aplia on the likelihood that students will pass these courses. We collected information from about 800 students from 2006-2011. Our preliminary results show a negative but insignificant effect of using Aplia in these courses. We run separate regressions for Business students who are required to take these courses as well as for other students who can self select for these courses. We find robust results regarding effectiveness of Aplia. This should not, however, be interpreted as an ineffective tool for learning though. Aplia is a tool that should allow faculty members to introduce new ways of covering/presenting the material, particularly approaches that tend to be more time consuming. Thus Aplia, in combination with teaching innovations in the classroom, should be a valuable tool for learning.

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On Track Online: The Path to a Student-Centered Degree Program

Robert Lockwood (Portland State University, US)

Abstract:

How an Online Degree Program Uses Technology and Innovation to Promote Student-Centered Learning

Extended Abstract

Maintaining student motivation and enhancing student satisfaction are challenges faced in both on-campus and online courses. However, to many faculty members, the online teaching environment seems fraught with new technological features so as to more resemble a frightful labyrinth with many lurking Minotaurs than a shining yellow brick road leading to an all-knowing wizard who can help them traverse this new terrain. The Criminology and Criminal Justice Online (CCJO) Program has sought to both candidly recognize the difficulties and opportunities offered with online teaching and to provide guidance to overcome perceived hurdles. The guiding principle is to utilize a student-centered learning approach that involves listening attentively to student concerns and developing active learning projects that engage students and make learning personal and exciting. This poster presentation will focus on how the CCJO Program employs technology and innovation to enhance student motivation, achieve a high level of student satisfaction, and promote student-centered learning. This online Bachelor's Degree Program at Portland State University offers a comprehensive examination of the criminal justice process including courses addressing law enforcement, corrections, and the courts. All online students are held to the same high academic standards as those enrolled in on-campus courses while maintaining a fast pace with online courses that are five weeks in duration. Faculty and staff have come together as a team to form a strategy that focuses on the needs of students in an online, academic world. The approach selected includes concepts from total quality management theory—designing courses that invest students in the learning process instead of having all decisions dictated by the teacher. Resources are made available online through a multitude of formats including exciting and engaging lecture videos, podcasts, and other creative media sources to enhance accessibility. Students are also encouraged to develop an ownership in the learning structure by personalizing the courses. In a Crime Control Strategies course, students were given the necessary information to select a research topic of interest to them rather than having that topic mandated. Students were given a choice as to how to apply the technological tools presented by the instructor in developing their problem resolution. In an American Courts class, students were provided with research skills to examine an innovative community court that especially interested them. There is an effort made in all courses to be transparent with respect to class requirements and how these requirements are connected to the course goals. This openness sometimes led to weekly videos with teachers and the course team discussing student concerns and developing strategies to make the class more responsive to student needs. Several courses included a student feedback component that resulted in ongoing class revision. Online discussions that promoted open dialog also gave students an opportunity to voice their opinions and thoughts in a place that was welcoming and free from judgment. Student-centered education requires making learning personal. Teachers in the CCJO program often eschew traditional lecture and adopt more informal, conversational mediums to present material. While enrollment could frequently exceed 100 students in the courses, CCJO utilizes a small learning community structure in the classes so students will not feel adrift in the vast sea of virtual learning. These smaller learning environments allow students to better know their fellow team members and feel comfortable conversing in the discussions. Some teachers have personally reached out to contact students to better understand individual learning styles and difficulties with assignments. In the Criminal Justice Internship course, the instructor conducts an in-

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depth phone interview with each student about the most appropriate placement experience. The online students in the CCJO program tend to be older and have job and family responsibilities. As a result, student-centered online learning requires an emphasis on flexibility. Instructors frequently need to develop individualized learning plans that will allow students to successfully complete the course and stay on track for achieving their undergraduate degree. The success of the CCJO program in facilitating student motivation and developing a student-centered environment does not rest exclusively with the teaching team. In order to effectively interface with the students online, the commitment of a dedicated support staff with respect to both technology and training is essential. Administrators in the CCJO program have developed an online orientation course for all students. Students are provided extensive technological assistance that allows them to contact CCJO personnel rapidly instead of being shifted to a technology support system serving the entire university. An important measure of success in determining whether the amalgamation of innovation, teamwork, and technology have resulted in student-centered learning is to review what students say about the program. The CCJO program has conducted extensive surveys of the program and, overall, students felt that the teachers are engaging and that the program has been academically challenging. Many students commented that the flexibility and small learning community aspects of the courses make for a comfortable and caring environment. Others stated that course formats make learning personal and that teachers and staff are seen as accessible and motivated to handle academic concerns and technology problems. It is especially significant to hear that "each professor seemed passionate about the course they taught". The message that this poster presentation strives to convey is that a student-centered approach to online education is the best path for achieving motivated and satisfied students who will stay on track to complete their undergraduate degree. It can be accomplished. This approach requires a team culture in the academic unit and support from administrators. By investing students with joint ownership in the learning process, promoting continuous feedback regarding student concerns, and personally engaging with students throughout the course, faculty and staff can develop an online program where learning is both academically rigorous and enjoyable.

There's No Such Thing as A Dumb E-mail-Or is There? Setting the Foundation for Student Responsibility in Online Learning

Suzanne Dinsmore (MCPHS, US)

Kathy Grams (MCPHS, US)

Abstract:

There's No Such Thing as A Dumb E-mail-Or is There? Did your student really click the send button on that one?

Extended Abstract

For the past few years, our adult learners at the Massachusetts College of Pharmacy and Health Sciences have been excited and motivated to begin their online educational journey. The students of the Post BSP Pharm D Pathway, are practicing pharmacists that come from diverse backgrounds. Many have demanding careers, spouses, children, and may be caring for adult parents. They arrive energetically, for an on campus three-day orientation that will prepare them to plunge into an intense two-year post baccalaureate online program. Orientation activities help the students to connect with each other and with the instructors, and help to foster a sense of community, which is important for student motivation. The students are determined to study hard, get good grades, and to earn a Doctor of Pharmacy degree. But often times the challenges and commitments of work and family life that these adult learners have, deflate their motivation and lead to disorganization, procrastination, and the

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submission of late assignments. Falling behind can become overwhelming. It becomes easier to pick up a mobile device and send off an email to the instructor to inquire about directions for a project, to ask about an assignment date, or to debate an exam question, even though this information and inquiry process was provided in the course syllabus and posted on the learning management system at the beginning of the semester. The goal of this poster presentation is to share one of the simple techniques that has been initiated to help motivate students to take more responsibility for their online learning. Actively engaging online learners, providing positive feedback and clearly defining and outlining expectations will help students to succeed in their studies. Motivated and organized students will be more successful in their academic endeavors. But, how do we get our adult learners to take more responsibility for online learning? How do we limit the amount of 'dumb' email questions, or questions that can be easily answered by the student by simply reading information that was previously provided to them? At the Massachusetts College of Pharmacy and Health Sciences Post Baccalaureate Doctor of Pharmacy Program, as instructors, we were surprised and frustrated to find that many of our adult learners did not read the written material given to them or the information posted on Blackboard. We encountered many emails from students asking questions about topics that were covered in our syllabus and also covered in our web conference hosted at the start of the semester. We have incorporated several successful techniques that encourage students to take more responsibility for online learning. A semester overview quiz was scheduled in the syllabus but not announced to the students. It was given at the start of the semester and included questions and important dates, procedures and tasks that were to be answered correctly and completed by a specific date. As an incentive, students who scored 100% received 2 extra credit points on their first exam. In the first semester that the overview quiz was offered, 32 out of 33 enrolled students took the assessment and 15 students scored 100%. Compared to a previous semester, the semester overview quiz has in a sense, forced the students to read and review the course syllabi, resulting in a decrease in the number of emails inquiring about information that the students already had access to. This was a successful implementation into our course and will remain a part of future courses going forward. The flexibility of online courses has gained popularity over the past years, and along with the instructors' responsibility to provide a quality educational experience, we can encourage and help our students realize that they too, have responsibilities to make their online education a success.

The Online Learning Experience of a Community College Student

Theresa Capra (Mercer County Community College, US)

Abstract:

Research findings related to the learning experience of community college students, first-time and experienced, with online learning within the Community of Inquiry paradigm.

Extended Abstract

Research shows that community college students prefer online courses. In fact, the expansion of online learning has been most astounding at the associate level. However, research also demonstrates that community college students are more likely to fail and or withdraw from an online course when compared to traditional courses, and when compared to their 4-year counterparts. Many reasons have been offered, particularly the fact that community college students are generally academically underprepared. Quantitative studies have generally been conflicted, based their findings on populations other than college students (particularly at the 2-year level), and failed to provide a comprehensive picture of the actual learning experience for online students. This session will attempt to shed some light on what the learning experience is actually like for a variety of community college students across an entire 15 week college semester. Participants representing a variety of community college

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characteristics, including first-time and experienced online learners, were "tracked" for a prolonged period of time. Their learning experience was examined and described within the confines of the Community of Inquiry paradigm, which asserts a meaningful, computer-mediated learning experience occurs when social, cognitive, and instructional domains interface. This session will further facilitate a discussion regarding what needs and considerations may exist for this particularly vulnerable population.

Examining the Relationships Between Online Pedagogical Tools, Student Learning Styles, and Achievement

Danae Quirk Dorr (Minnesota State University, Mankato, US)

Abstract:

Student achievements based on learning styles were correlated to the incorporation of adaptive technology, interactive homework and recorded lectures into a blended allied health course.

Extended Abstract

For many students, learning the organic chemistry and biochemistry content required in the allied health specific general, organic, and biochemistry sequence can be quite challenging. This learning is fundamental to their success in the field. Students completing this course rely on the knowledge and study skills acquired as they progress through subsequent allied health courses. Transitioning away from a face-to-face environment into a blended environment allows the course content to be delivered in a 100% online forum, with only the laboratory remaining in a face-to-face format. As a result, online course design and delivery play a significant role in student learning. Student learning styles can also contribute to student achievement in this course. In the allied health organic and biochemistry course, students represent each of the four learning styles defined by Idahlynn Karre (2008). Using Dr. Karre's Learning Style Survey, students are identified as being (1) enthusiastic learners, (2) imaginative learners, (3) practical learners, or (4) logical learners. In an attempt to maximize learning by students with each learning style, the online course design is based on implementation of the learning cycle. The result is the incorporation of recorded lectures, adaptive technology, and interactive homework. Indexed screen-cast recordings integrate worked problem examples that supplement the text-based course materials. Students enrolled in the course employ adaptive technology to enhance their learning of the essential course concepts. The adaptive technology (LearnSmart™) utilizes Bloom's Taxonomy. As a student answers questions, it identifies the student's level of cognition for each module-level learning objective. The system then adapts to the student's learning needs and develops an individualized learning plan that is detailed to those needs. This adaptive technology also allows the instructor to evaluate each student's metacognitive knowledge. Furthermore, students learn necessary course content via an interactive homework system (Connect™) that applies Bloom's Taxonomy and Socratic feedback. A key feature of the interactive homework system is an integrated ChemDraw™ functionality that students use to answer higher-level problems that encourage critical thinking through illustration. The interactive homework also includes multi-step applications that are designed to extend student learning. Besides providing hints, the online assessment system also supplies students with immediate Socratic feedback and additional options including problem repetition and guided solutions. Upon completion of the course, student achievement is quantified via the proctored Organic and Biochemistry portions of the ACS Standardized GOB exam. This data is used in determining the correlations between course design effectiveness and student learning styles. The relationship between student learning styles and the students' utilization of the recorded lectures, adaptive technology, and interactive homework will be presented both quantitatively and qualitatively. Participants interested in the application of these online tools will learn about how their use can impact student learning when employed by students with

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diverse learning styles. The presentation will begin with an introduction to learning styles, subjects and setting of the study. This will be followed by the demonstration of and web links to the tools employed. The presentation will conclude with a discussion of study results. Pedagogical and tool-related questions will be encouraged. Poster and/or electronic/PowerPoint slides will be available as handouts and provided to each participant. The presentation will also be posted to the conference website.

Science Online: Designing the Laboratory Component

Ken Charuk (SUNY Empire State College, US)

Abstract:

Can laboratory science be taught online? We developed six online science courses for majors that include a full laboratory component.

Extended Abstract

For web-based science courses, a significant challenge is determining ways to incorporate lab-based activities in the online environment. Our previous work with general education science courses has shown that online courses can engage students in real-world contexts for applying scientific concepts, while also allowing them to develop scientific ways of thinking. These students effectively engaged in the processes of scientific inquiry, even though they were not in a physical laboratory setting. Building on this work, we turned our attention to developing six online science courses for majors (Biology I/II, Chemistry I/II, and Physics I/II). Our goals in developing these foundational science courses included allowing adult learners to explore science courses in an accessible format, increasing their interest in STEM fields, engaging students in authentic laboratory experiences from a distance, and providing them with an opportunity to decide whether to pursue a STEM-related degree. When designing these science courses, we developed a conceptual framework that incorporated three key elements for online laboratory activities:

- **Expectations:** Laboratory exercises should provide multiple modes of instruction, strengthen student understanding of scientific concepts, and integrate processes with content.
- **Experimentation:** Laboratories should allow for active exploration and experimentation, and provide students with opportunities to adjust experimental parameters and repeat experiments.
- **Engagement:** Interaction, both student/student and student/instructor, should be incorporated in laboratory experiences, using tools such as asynchronous discussion forums.

We also developed a working definition of what constitutes a scientific laboratory experience: a lab is an experience that provides students opportunities to interact with natural phenomena; laboratory exercises provide multiple modes of instruction and strengthen understanding of the course content; and, lab experiences help students make connections with the theoretical concepts of the course and offer an additional way to learn beyond a text-based approach. We considered the use of virtual labs, remote instrumentation, and commercial laboratory kits as mechanisms for instruction and weighed the strengths and weaknesses of each approach. We chose commercially-available kits since these best aligned with the desired learning outcomes for these courses, and designed activities that addressed each component of our laboratory model. We will share our approach to course design and provide examples of how expectations, experimentation, and engagement were applied to these six online science courses. We will also present data collected from initial offerings (spring and summer 2012), which focused on measuring students' attitudes towards science, their motivations in taking science courses, and how they might change as a result of exposure to a fully online science course that includes a rigorous lab component. A revised version of the Science Attitude Inventory (SAI II) was administered to students pre- and post-course in an effort to quantify changes in perceptions. End-of-course discussions also highlighted students' experiences in these courses. In addition to presenting this work, we will invite participants to share

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their experiences related to teaching science courses online, in particular, as it relates to the laboratory component.

Assessing Program Learning Outcomes for Online and Blended Programs

Frederick Loomis (Drexel University, US)

Abstract:

This session will present a methodology and results for assessing program learning outcomes for an online and blended master of science in higher education program.

Extended Abstract

Drexel University's Master of Science in Higher Education program has been offered online since 2005 and in a blended format at the Sacramento, CA Graduate Center since 2009. In 2011, the program completed a comprehensive outcomes assessment, using an online survey and in depth interviews with alumni of the program. Conducting an alumni outcomes assessment allows an institution to determine if the curriculum and related resources were sufficient in providing what is needed and expected of students and provides valuable data for curriculum and co-curriculum improvements. Cabrera, Weerts, and Zulick's (2005) method of assessing alumni outcomes was used as the conceptual framework for this study. This approach measures program effectiveness based alumni success years after completing a degree and considers alumni satisfaction with their current employment, reflections on their academic experience, engagement with faculty and overall view of the institution. The data reveal competencies gained while in the program and illustrated how these competencies were enhanced or improved during employment. The study also compares outcomes in the online experience vs. blended delivery, in which students meet for 50% of the contact hours. Attendees at this session can expect to: 1) Discover a new method for assessing alumni outcomes and evaluating curriculum effectiveness; 2) Recognize the need to expand the assessment focus beyond courses to overall program effectiveness, as seen from an alumni perspective; 3) Identify areas for future research.

The Effectiveness of Blended Learning in Medical Evaluation Coursework: A Longitudinal Examination of Course Grades

Jennifer Hamson-Utley (Weber State University, US)

Abstract:

Is blended learning an effective pedagogy for medical evaluation coursework?

Extended Abstract

Presentation description & Goals: This research will be presented in poster format with the following goals: 1) To inform evidence-based pedagogy; 2) To highlight the effectiveness of a blended learning model; 3) To increase innovative pedagogy; 4) To provide evidence and allow for replicability through sharing research; and 5) To make an impact on current classroom and increase the scope of findings in the literature on blended approaches to learning. Context: The effectiveness of the blended learning model has been tested across academic disciplines, primarily in introductory coursework. A blended classroom, or called hybrid at some institutions, introduces online podcasts in place of traditional lecture, allowing for increased time spent in the classroom with applied learning and critical thinking. In some blended models, the face-to-face time with the professor can be minimal (e.g., 1 hour per week for a 3 semester hour course), while in other models, it can be equal to the traditional face-to-face time (3 hours per week for a 3 semester hour course). It is the intent of this research to examine the

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effectiveness of the blended learning model in two medical evaluation courses, Upper Extremity Evaluation and Lower Extremity Evaluation. Questions: Can a blended-learning model be as effective as a traditional lecture-based model in medical evaluation courses? Research hypotheses included the comparison of both practical and written exam scores between traditional and blended classrooms. Methods: A longitudinal examination of practical and written exam scores from students across ten academic semesters. Participants (N=154) included students registered in Upper Extremity Evaluation (n= 93; 60.4%) and Lower Extremity Evaluation (n= 61; 39.6%) coursework in the College of Education. The independent variable was classroom type [traditional (n= 64; 41.6%) or blended (n= 90; 58.4%)], while the dependent variables included practical exam and written exam scores for five body units in each course and final practical and written exam scores. The same instructor taught all courses; participants self-selected into section prior to random assignment of classroom type. Each course was three semester credit hours and required by Athletic Training (masters and undergraduate students), Athletic Therapy, and Pre-professional programs of study. For this study, a traditional classroom was defined as three hours of lecture for a three credit-hour course. A blended classroom was defined as two hours of practical skill application with all lecture content podcasted online. Informed consent was gathered at the beginning of the semester and exam scores were collected at the end of the semester. Students in the blended learning classrooms were provided an iPod to facilitate the use of online content, however 80% were already equipped. Results: There was a significant effect of classroom type (blended versus traditional) on student practical and written exam scores at the $p < .05$ level. The blended classrooms preformed significantly better on the comprehensive final written exam [$F(1, 128) = 11.67, p = .001$], while the traditional classrooms preformed significantly better on the comprehensive final practical exam [$F(1,129) = 5.40, p = .022$]. In addition, 4 of 5 unit practical exams and 4 of 5 unit written exams were significantly different. Of the eight significant unit exams, the blended classroom students achieved better outcomes 75% of the time. A Person correlation found no significant relationship between course type and final grade achieved. Conclusions: Blended learning is an appropriate model for medical evaluation coursework. Although the study found no significant effect of classroom type on final grade in the course, students in the blended classrooms significantly outperformed their peers in the traditional classroom setting 75% of the time on unit written and practical exams. Discussion/Interpretations: Regarding the effectiveness of the blended learning classroom, this study supports the use of lecture podcasts to free-up time in-class for applied learning scenarios and critical thinking exercises. Medical evaluation coursework requires that students learn both anatomy and physiology alongside how to implement special tests to diagnose pathologies; practical skills and problem solving thought processes are highly essential in the education process. It should be noted that students typically prepare more intensively for final written and practical exams compared to unit exams, thus the finding of the traditional student (m= 92.9) scoring significantly higher on the final practical exam as compared to the blended learner (m= 89.4). It is suggested in follow-up research that unit or chapter exam scores should continue to be evaluated and that they are potentially more reflective of learning as compared to final exam scores, which are likely influenced by intense studying for final exams. A limitation of this study was created by adding extra credit points to the final course grade (up to 10% of the final grade) and may have skewed the results as far as grade "earned" by required course work. It is suggested in subsequent research, that extra-credit points be withheld from the final grade calculation for the purposes of comparative research.

Using Learning Analytics to Assess Online Student Learning Outcomes

Denise Gaspard-Richards (The University of the West Indies Open Campus, TT)

Abstract:

Learning Effectiveness

Use of learning analytics and predictive modeling to move student outcomes discourse beyond traditional course evaluations, analysis of grades and attrition rates and facilitator reports.

Extended Abstract

Track: Learning Effectiveness- ways of assessing student learning in online courses An undergraduate Accounting regional programme which originally offered distance students the option to pursue Levels 1 and 2 courses by distance and transfer to a traditional face to face main campus to complete Level 3 (final year specialized courses) is assessed. Expansion of the distance offer to include Level 3 courses in blended mode during 2010 allowed for continuing students to access the required training in their home country and reduce the relocation and debt burden that resulted from the need to transfer to a physical campus location for completion of the degree programme. Two first time online course offerings at Level 3 with approximate enrollments of 25 students per course are explored for effectiveness of the course, learner interaction with the online course materials and online learning activities, and the frequency and type of peer to peer and learner to instructor interactions. The paper moves the discourse beyond traditional approaches to assessing student learning outcomes using student course evaluation reports, grades analysis and attrition rates, and course reports prepared by facilitators at the end of the semester. The paper draws on the field of learning analytics while using predictive modeling of student outcomes arising from their level of interaction with the course materials, their peers in the online course space and with their facilitator. While learning analytics in academia is focused on real time assessment during course delivery, and within course offer adjustments of content, and academic support interventions facilitated by on ongoing data capture, the paper proposes and engages in analysis post course offer. The paper proposes a best practice that begins with data capture post course offer, and analysis to provide historical data that can be used to inform the next offer of the courses. The intention is to produce data and analyze outcomes using predictive models of student learning to inform delivery at the next offering and build a comparative database, which when combined with current course data can lead to real time improvements during any semester of future offer. All data on student online activity in their courses are recorded in the LMS - Moodle, and by analyzing the available data captured in this environment, there is increasing potential to identify and predict challenges for the departments involved in the planning and design of online programmes, development of the courses and the delivery online. This use of learning analytics and the development of best practice at the campus have value in its potential to provide the academic departments with specific data needed to identify and effectively treat with academic support and student performance issues. The predictive model begins with definitions of the programme and course goals and objectives and the expected outcomes based on these goals and objectives. This informs the analysis of data captured, situates use of the findings to recommend improvements during delivery, and facilitates knowledge sharing with the other academic departments for improvements at each level - design and planning, development, and delivery. The main objectives: To inform the design of programmes in the context of philosophical underpinnings that promotes effective learning in the online environment To provide the development team with insights derived from student behaviors, to facilitate improved content and presentation formats that cater to different learning styles and needs, while motivating and stimulating learning To provide the delivery teams with data that leads to improvements in the quality and quantity of student interaction with their peers and facilitator and the building of an effective online learning community that is based on sound online pedagogical practice The methods: Interrogation of the information on student behavior already captured by the LMS such as course materials access patterns, interactions with peers and teaching staff in the discussion forums and online tutorial sessions - quality and quantity, and use of other systems such as the library services. The LMS has potential for data capture that provides an evolving glimpse into the student learning experience in courses and across programmes. Predictive modeling, correlations and regression analyses present opportunities for evaluation of design,

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content, and online pedagogy and resulting recommendations for best practices and improved student outcomes at future course offerings.

Inverted Classroom Tools and Best Practices for Blended and Online

Nicholas Langlie (Longwood University, US)

Jeannine Perry (Longwood University, US)

Jenny Quarles (Longwood University, US)

Abstract:

How to use inverted classroom pedagogy to create rich and engaging content, communication activities, assessments and student application opportunities in blended and online courses.

Extended Abstract

Join us for an overview of how to use inverted classroom pedagogy to create rich and engaging content, communication activities, assessments and student application opportunities in blended and online courses. We will provide best practices for how to best use synchronous and asynchronous technology tools to meet the objectives of your courses, particularly using web conferencing tools like Blackboard Collaborate, etc. For example, you have developed great content for your students to interact with; what will you have them do with it or each other to retain new knowledge and apply it to their lives? How can you engage students to work together to learn from one another? How can you take on a facilitative role to better serve your students? What tools can you use to empower and enable your students to thrive, which are also aligned to the objectives of the course? We will explore this and more. Description of the presentation: We will provide an overview of inverted classroom pedagogy and highlight best practices and real world examples for to apply this in blended and online environments successfully. Impact: This session will highlight examples of live classes that have been taught using technology tools to implement inverted classroom pedagogy, including what worked well and did not, in addition to a great number of best practices. Relevance: Often, faculty are provided technology tools with little to no context. This presentation seeks to provide context for how to use these tools thoughtfully and with sound pedagogy that emphasizes student application.

Remote Proctoring: What Have We Gotten Ourselves Into!

Tracy Craven (Mississippi State University, US)

Abstract:

Are you concerned about the integrity of your online courses? Learn what Mississippi State University established to handle this pressing issue.

Extended Abstract

In the summer of 2011 our Master of Science in Biology distance learning program realized they may have a situation on their hands. Almost half of the student failed their comprehensive examinations. The Division of Academic Outreach and Continuing Education at Mississippi State University began investigating the possibility of remote proctoring. This presentation will discuss our process of using and developing a remote proctoring solution. We will also discuss some of the issues, both internal and external, in establishing and selecting a system. Evaluation of the student prospective both positive and negative will be discussed. I will take a detailed look into how this product successfully maintained the integrity of our degree program. The Master of Science in Biology Distance program implemented the first remotely proctored exam midterm fall 2011 Ample time will be allocated for interactive question

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and answers about testing integrity. This presentation is intended for distance education providers, trainers, faculty, and any learner interested in remote proctoring software and how it affected our university.

Using Andragogy to Meet the Needs of Adult Learners

Lori Pash (Western Governors University, US)

Abstract:

This presentation will show you how to meet the needs of adult learners by implementing andragogical principles in your classroom.

Extended Abstract

Now more than ever adults are turning to online education to further their careers and employment opportunities. But when asking faculty members, pedagogy is most often mentioned as the guiding principles for lesson planning in higher education. But students in college are adults, and, as such, instruction should be designed based on the needs of these adult learners and their unique learning style. Andragogy, an adult learning theory, is more appropriate to address the unique characteristics of adult learners. The term was made popular by Malcolm Knowles (1977, 1980), who contended that an effective learning design for adults should be based on a different set of assumptions than those of the traditional (pedagogical) learning model. Knowles' theory suggests that if educators persist in using pedagogy to teach adults, institutions will lose them to other institutions and programs that cater to the adult learner. This session will address the four andragogical principles and how to implement them into your online teaching: • Learner as Self-Directed • Learner as Resource • Learning as Developmental • Learning as Application to Real World Through the use of interactive dialogue, a game, small group work, and discussion opportunities attendees will have the opportunity to reflect on their own higher education teaching and how to adapt it to meet the needs of adult learners. Attendees will walk away with a list of principles, explanatory handouts, web links, and sample lessons to use when designing instruction for adult learners.

Enhancing Quality in Online Program

Jean Taylor (Excelsior College, US)

Abstract:

Continuous quality improvement in a 100% on-line program through faculty development and outcomes assessment.

Extended Abstract

Excelsior College's School of Liberal Arts (SLA) has seen substantial growth in its online programs. The presenters will share their strategies for ensuring quality through faculty support, development and assessing learning outcomes. With a focus on curricular rigor and currency, the presentation will focus on the expanded use of multimedia, curriculum mapping and backward design to link quality standards to course content through the use of assessment results. Also included will be "helpful implementation tips" for participants to take home on techniques to: • Improve quality of instruction, via regular auditing of courses • improved instructor support and training, and • implementing standards for course interaction between instructors and students • integrating learning outcomes assessment into on-line capstone courses LEARNING OUTCOMES: Upon Completion of this presentation, participants should be able to: • Explain how the Learning Management System impacts on overall quality • Identify steps to maintaining program growth without jeopardizing program quality • Identify basic steps in selecting and

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maintain qualified faculty • Outline strategies for quality monitoring of instruction • Discuss the importance of Learning Outcomes in supporting quality • Explain the importance evaluation rubrics play in assuring quality • Understand how to use raw data to identify program level performance results • Identify challenges to assessing learning outcomes in the on-line environment WORKSHOP AGENDA: How we got to where we are (10 minutes) • Program methodology impact on quality • Learning Management System and quality • Maintaining growth without detracting from quality • Enhancing course tools (multimedia, flash, etc.) Faculty role in enhancing quality (15 minutes) • Faculty selection criteria • Maintaining a qualified faculty pool • Strategies for quality monitoring of instruction • Providing quality resources and support Assessing Learning Outcomes (45 minutes) • Learning Outcomes (program and course) • Mapping outcomes across the curricula • Capstone experience • Use of evaluation rubrics to assure quality • Why grades are not direct evidence of student learning • Use of raw data to program level performance results • Incorporating rubrics into course grading structure • Program Performance Metrics • Challenges to assessing learning outcomes in the on-line environment Questions and Answers (10 minutes) Note: The Agenda was developed based on an 80 minute Extended Information Session timeslot. If assigned a 35 minute Information Session timeslot, the Agenda will need to be revised accordingly.

Managing Large Online Courses: Our Model

Jinyuan Tao (Florida Hospital College of Health Sciences, US)

Abstract:

Do you have a large online course to manage? What if I ask you to add a real time chat component to your online course?

Extended Abstract

Florida Hospital College of Health Sciences (FHCHS), partnering with Embanet-Compass Knowledge Group (ECKG), offers three online bachelor's programs in health education (BSN Nursing program, radiologic sciences program and Diagnostic Medical Sonography program), enabling health professionals to obtain a bachelor's degree while working full time. We have a distinctive feature in our online program: each of our online courses have at least one synchronous chat component where instructors conduct real time chat with students on weekly basis. We all know that the synchronous component can promote the development of relationships between instructors and students, strengthen the sense of learning community, and foster linkages necessary for students to remain connected to their learning experiences. However, to manage online courses with a real time chat component is often very difficult. To make it more challenging, some of our online courses have up to 300 students. We have to overcome many logistical barriers in order to support all the students. In this presentation, we will take a closer look at a specific large online course and showcase our unique strategies of managing large online courses from the course design and logistical perspectives.

Graduate Program Assessment: A Pilot Study Using a Common Activity and Combined Rubric

Rana Khan (UMUC, US)

Abstract:

This study showcases the development of and results from using single common activity and rubric for student outcomes assessment across all the graduate school programs.

Extended Abstract

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Assessment of student learning outcomes is an important and ongoing process at the University of Maryland University College (UMUC) for over a decade. The current model employed by the Graduate school at UMUC consists of three rounds of assessment carried-out over a three-year period each spring semester. In each round five Student Learning Expectations (SLEs) are assessed that include Written Communication (COMM), Critical Thinking (THIN), Technology Fluency (TECH), Information Literacy (INFO) and Knowledge Content (KNOW). The Graduate School has developed rubrics for each of five SLEs and worked with faculty to identify activities in courses that would provide students with opportunities to demonstrate their mastery of the particular SLE being assessed in the course. The framework of a three-year cycle, with three rounds of each SLE being assessed, over three stages of the degree program, has resulted in the framework being named the 3-3-3 Model. Though effective, the current process is complex. To overcome some of the challenges faced during the implementation of the current approach including inherent variability in data collection and the additional load on faculty members, a common activity (assignment), and associated combined rubric were designed to assess four of the Graduate School's SLEs simultaneously, including Written Communication, Critical Thinking, Technology Fluency, and Information Literacy. To assess the common activity, dimensions from four existing Graduate School rubrics for COMM, THIN, TECH and INFO were examined for overlap, the wording of selected criteria consolidated and condensed to create the combined rubric. The development of both the common activity and the combined rubric was an iterative process involving administrators and faculty members. During the Spring semester of 2012, the common activity was piloted in three graduate school programs, including Biotechnology, Master of Arts in Teaching, and Master of Education in Instructional Technology, with activities carried-out in the final courses for these degree programs. Raters were all adjunct faculty members recruited from the above three degree programs but not teaching the courses in which the pilot was being conducted. To strengthen reliability and yield a consistency in scoring with the rubric, it was considered important to offer norming sessions for the raters and establish a level of inter-rater reliability. The raters were trained in the use of the rubric through an online norming session. Intra-class Correlation Coefficient (ICC) was calculated to see if inter-rater reliability was established among multiple raters when they graded one subject (student paper) with multiple dimensions (criteria). The pilot results showed a fair-to-moderate level of agreement among the raters, indicating a solid rubric, which provided the raters with a clearly articulated set of criteria to use in assessing student work. The ICC was calculated to be higher for the anchor papers compared to the final papers. This decrease could be due to different interpretation of the rubric by the raters, lack of experience using rubric and ambiguity of certain criteria. The next step is further refinement of the rubric with another round of grading by the same raters and implementation across a broader range of graduate programs. This pilot study has, hopefully, further informed higher education outcomes assessment research. By testing this pilot model and reporting the results, it is our hope that this research will have implications for the success of other institution's graduate and undergraduate outcomes assessment plans. To simplify and improve the existing outcomes assessment in the Graduate School at UMUC, a common assessment activity (assignment) and combined rubric, which have potential for use in future assessment activities, were designed and piloted. Using iterative norming methods, involving collaboration between faculty and university administrators, the common activity and combined rubric were refined. The process and results indicate the potential of this approach as a powerful tool in assessing student learning outcomes, effectively and efficiently.

Using Instructor Transformational Leadership Behaviors to Improve Persistence in Online Classes

William Yates (Southeastern University and Polk County Public Schools, US)

Learning Effectiveness

Abstract:

Online instructors should consider using transformational leadership behaviors in their classes because of the preponderance of adult learners in online learning.

Extended Abstract

The form of distance education known as online learning is one of the fastest growing sectors of higher education. Online learning appeals to many students, instructors, and institutions for several different reasons, especially spatial and temporal flexibility. Despite the burgeoning popularity of online learning, students fail to complete online courses at a significantly higher rate than students complete face-to-face courses. Not surprisingly, student satisfaction with courses and instructors is a major predictor of persistence with online learners. The current correlational study allowed exploration of the relationship between student satisfaction with instructors and student perceptions of instructor leadership style. The literature lacks a measure of student-teacher interaction that captures the extent to which an online instructor acts as a transformational leader. Leader-follower might be an accurate way to describe student-teacher relationships with respect to online learning's adult population. The study findings showed significant correlations between satisfaction with the instructor and all five components of the Bass and Avolio transformational leadership model. The leadership characteristic that correlated most strongly with satisfaction with the instructor was intellectual stimulation. This finding suggests that adopting a transformational leadership style might improve persistence in online courses, especially where adult learners are concerned. Evidence suggests that a transformational leadership style may be the best match for the constructivist teaching practices well suited for adult learners because constructivist lessons focus on real-world applications, not merely retention of knowledge or adherence to standards. Instructors would practice a transformational leadership style by using an idealized attributed influence, by exhibiting idealized influence behaviors, by motivating students through inspiration, by intellectually stimulating students, and by showing students individual consideration. The study recommends several specific and practical instructional practices that enable instructors to practice a transformational leadership style. The presenter hopes to elicit some of these practices from the audience.

Faculty and Students Perceptions of the Effectiveness of the Use of Portable Electronic Devices (PEDs)

Adeel Khalid (Southern Polytechnic State University, US)

Abstract:

The student and faculty perspectives of the effectiveness of the use of laptops, smart phones, tablets etc. in classes is analyzed and compared.

Extended Abstract

Portable Electronic Devices (PEDs) such as laptops, smart phones, tablets etc. have become an integral part of almost every higher education student's learning toolbox. In this study, the faculty and student perspectives on the effectiveness of the use of PEDs during classes, are collected and compared using surveys done at Southern Polytechnic State University. Faculty openness and reservations, policies, student temptations and complaints are discussed. While the PEDs can be a source of distraction, they, if used carefully, can also provide an opportunity for engaging students. The effectiveness of the use of PEDs in classes is seen with skepticism by some and optimism by others. Like other campuses across the nation, an increase in the use of laptop and other mobile devices is observed in classes across disciplines at the Southern Polytechnic State University (SPSU). The goal of this study is to determine and compare the faculty and student perceptions of the effectiveness of the use of Portable Electronic Devices (PEDs)

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in classrooms across disciplines. Student and faculty perspectives on the use of PEDs are gathered, analyzed, and compared using Survey Monkey. For the purpose of this study, PEDs include, but are not limited to, laptops, smart phones, tablets, etc. In the survey of 100 students from five different schools, conducted in spring 2012, over 89% of the students reported bringing their PEDs to at least one or more classes. Some faculty see this trend as an opportunity for more innovative teaching, and are exploring ways to leverage this technology to increase student engagement during classes. However, other faculty members worry about potential distractions that PEDs introduce in their classrooms. In a separate survey of faculty members from various disciplines, it was observed that 76% do not permit the use of PEDs in their classes. In this paper the results of the research study are presented that examined the student and faculty perceptions of how PEDs affect attentiveness, engagement, and learning. A few guidelines for using PEDs effectively in the classroom are explored. can be an effective tool for promoting student learning if faculty plan carefully how and when they will ask students to use their devices, rather than simply allowing students to bring them to class. Several studies have been conducted to analyze the effect of PED usage on student learning and engagement. There is some evidence of both positive and negative impacts. On the positive side, when students can pose questions using their PEDs, the number of questions is higher than in traditional classes. Faculty members at SPSU who favor the use of PEDs in classes argue that students can take better notes and can look information up upon the instructor's request. They also believe that it helps them follow along with material that has been posted. A computer science professor notes that some students are quick and they write code on their machines during the lecture, which the professor believes helps them learn and test their learning on the go. One professor noted that PEDs are currently used in the industry, so students should be allowed to use them in class. Some also argue that the use of PEDs facilitates the ready access to information in discussion courses and helps in the reduction of paper use. Studies that correlate final grades with student use of PEDs have been mixed, with some finding that student with PEDs received slightly higher grades, and others findings a negative correlation between the use of PEDs and grades. On the negative side, students have reported that PEDs, both their own and those of their classmates are a distraction. It is important to note that studies showing a positive association between PED usage and student learning or grades involved courses in which the integration of technology had received significant attention from faculty. To investigate the views of the SPSU students and faculty about this issue and the possible impact that PEDs may have on teaching and learning, the Research Learning Community (RLC) conducted a study of student and faculty perceptions of how PEDs affect student attentiveness, engagement, and learning. Undergraduate and graduate students from the schools of sciences, humanities, engineering, computing, business and architecture were surveyed. The majority of the respondents in the campus wide survey were seniors and most of the responses in this engineering dominated institution came from students majoring in engineering and technology disciplines. The response rate from the 200 faculty members surveyed was over 44% and the response rate was 30% from the 5000 students surveyed.

The Online Learning Crossroad: Helping Students Make Informed Choices

Liza Schellpfeffer (Valencia College, US)

Abstract:

Will all students be successful in your course? Help students down the path to online success by providing an early foundation for informed decisions.

Extended Abstract

The Online Learning Crossroad: Helping Students Make Informed Choices PRESENTATION BACKGROUND
Typically, students register for online courses based on the fact the class will be accessible 24-7 and

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provide the flexibility needed to fit education into their extended lives. Students often register for online courses without consideration to their own learning needs or attention to the course expectations. Determining if the online format is the best learning environment for the student is a question to be answered. Ensuring students have access to the appropriate software and hardware to successfully complete the course is another question to be answered. Students may want to answer these questions and understand the expectations of a course, but do not have access to the information at decision making points, like course registration. Rachel Bork, researcher from Community College Research Center, pointed out in her presentation at the 2011 Sloan Consortium International Conference, "misalignment of student and instructor expectations results in a poor experience for all parties. Instructors may blame students for not being prepared and/or understanding the demands of college-level courses. Students may feel defeated by the demands of college and convince themselves that they do not belong in college." PRESENTATION OVERVIEW This interactive session will examine a valuable research-based technique, the use of a pre-course informational video implemented at the point of class registration. The pre-course introduction video includes dialogue which specifically asks students to consider various factors for success in the online learning environment? Results of an action research project will be explored as participants examine the components in the timeline between registration, the first day of class and the outcome of increased student retention on the last day. During this session, participants will engage in dialogue, consider a process to develop their own course video, and write dialogue to help students make informed decisions.

PRESENTATION GOALS

- Use a Prezi presentation to share research
- Communicate increased student retention results of action research project utilizing a pre-course information video
- Motivate participants to engage in a dialogue about their students' timeline in the course registration process.

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Questions to consider: What services does your institution offer for online learning readiness? What information is offered to students about your course before registration? Do they consider their own learning styles? How do students know where to access this information? When do you engage with your online students? Encourage participants to write dialogue and consider other tools to help students make informed decisions about online learning.

Contract-Based Student Learning Tool for Online Instructors

Kadriye Lewis (Cincinnati Children

Larry Schankman (Mansfield University, US)

Abstract:

This presentation will inform participants how to improve the measurement of course and program-level outcomes by use of learning contracts.

Extended Abstract

Upon successful completion of the workshop, participants will be able to: 1. Apply contract-based learning to an online course and overall curriculum to measure learning outcomes. 2. Synthesize the level of course objectives and activities for data-driven decision making in respect to students' self directedness learning contexts. 3. Discuss the value of contract-based planning as a metacognitive tool / an analytical tool in guiding students to develop competencies in online and/or blended learning courses. 4. Discuss further applications, benefits, and possible challenges of this replicable model to

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other online courses The use of learning contracts has increased during the past decade. Learning contracts serve as metacognitive tools for personalizing the learning experience. A learner contract is a mutually negotiated agreement between the teacher and among the learners themselves. This contract outlines expected learner roles and responsibilities, personal learning goals, and evaluation strategies. Learning contracts can help make the teaching and learning process more efficient and effective. In 2008, we designed a learning contract template that would help us identify students' learning goals/objectives and expectations from the Masters Research Seminar course offered by the Online Masters Degree in Education for Healthcare Professionals program, which is a joint project between the Division of General and Community Pediatrics at Cincinnati Children's Hospital Medical Center and the School of Education at the University of Cincinnati. This course was designed to provide students with exposure to research concepts and methodologies in various types of educational research including alternative modes of research and their application in resolving problems of educational practice. At the completion of this course, participants were expected to complete a master's project proposal. The learning contract tool consisted of two sections: Section 1: This section consisted of 15 questions in which students assessed their research skills in four areas of competency: research planning, data collection, data analysis and documentation (writing a successful research proposal). Questions measuring competency areas used a rating scale of 0-3 (with descriptive text describing each number). Section II: After a brief synopsis of the course content, students defined in this section their learning goals and expectations from the course by completing the following questions for each objective defined by them: • Learning Objectives (What are you going to learn?) • Resources and strategies (How are you going to learn it?) • Evidence (How are you going to know that you learned it?) • Verification (How are you going to prove you learned?) The written text and direction on the learning contract were field-tested for accuracy and clarity. A week before the course started, students were asked to complete the Learning Contract form. This process was helpful for students to structure their own learning and to increase their motivation and attention in specific areas of the course content. At the same time, this written plan described what an individual will learn as a result of some specified learning activities. At the end of the course, in order to determine whether student learning expanded or improved students completed the follow-up contract form with additional questions. Overall, the goal of both assessments was to support data-driven decision-making and measure knowledge, competency skills, and abilities against defined learning goals and objectives in the Masters Research Seminar course. Our sample size was 14 for pre-tests and 13 for post-tests. This is not a random sample as students self selected this online course. Using the Analysis ToolPak in Microsoft Excel, we calculated change by students' knowledge, mean, median, and standard deviation which were interpreted with reference to the scale. The data analysis showed the following trends (N: 14 - 9 females, 5 males): • High (>1.0) Questions 14, 15 (Document) • Med (.7-.9) Questions 3 (Plan), 11 (Analyze), 12 (Document) • Low (< .7) Questions 1,2, 4, 5, 10 (Plan); Questions 6-7 (Collect); Questions 8-9 (Analyze), Question 13 (Document) The most consistent improvement occurred in the data analysis and documentation domains. The least improvement occurred in research planning and data collection. The number of objectives identified by students ranged from six to three (average: 4). Seven students reported that they achieved their targeted objectives (100%). The other six students achieved most of the objectives, but rated themselves for one or two objectives as "partially accomplished." In addition, one student identified one of his objectives as mismatched with the course content. His objective was about statistics and his comments for the follow-up contract form were: "Did not look at R. Will leave statistics to the statisticians." The students' comments were very positive and supported the positive outcomes of the course. One student wrote: "This has been by far the busiest course I've taken thus far, but also the most rewarding. It has really pushed me to make sure I understand both the practicalities and the theories involved with different topics. I feel like it gives me a firm foundation upon which to build a hopefully successful academic educational research career. Thanks for the leadership and guidance."

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This session will present the results of the learning contract data that were collected through the pre- and post assessment. Respondents consist of students in the online master's program, all of whom come from various medical disciplines. The descriptive statistic analysis showed positive effects with the increased knowledge and competency in most of the areas covered in the course. The results also indicated that it is crucial to identify students' need to create a structured learning plan as well as to increase the learning effectiveness in an online environment. This presentation will be both didactic and interactive to engage participants during the session. The study results will encourage discussion of the importance of contract-based learning tools to investigate students' course level learning needs, goals, and objectives as well as to create learning plans which may increase the learning effectiveness in an online teaching and learning environment. Through questions and answers, participants will get an opportunity to express their perspectives about learning contract tools, and other best practices in this area.

Utilizing Collaboration to Help the College of Saint Rose Achieve Its Strategic Goals

Christine Paige (The College of Saint Rose, US)

Matt Wasowski (Blackboard Inc., US)

Abstract:

This presentation will inspire you to think about various ways collaborative technologies can be used beyond instruction, live online help, meetings, training, recruitment, and more.

Extended Abstract

Decrease costs. Increase revenue. Reduce attrition rates. Improve student outcomes. It's likely that some, if not all, of these are strategic goals your school has been tasked to accomplish. This presentation will share countless first-hand examples of how The College of Saint Rose, as well as other universities, community colleges, and statewide systems from around the country, have seen strong, demonstrable ROI as a direct result of utilizing Blackboard Collaborate for so much more than just online instruction. Besides using Blackboard Collaborate in its typical fashion as a synchronous classroom experience for its hybrid and online classes, The College of Saint Rose also uses it in many other interesting ways, including: * Office Hours - having online office hours gives our adjuncts (huge amount of them here) and regular faculty a way to meet with their students when it is convenient for them. * Writing Reviews - several of our professors meet virtually with individual students in Collaborate to review and edit writing pieces. * Community Outreach - many of our education classes will "collaborate-up" with elementary schools. This experience has been rewarding for our college, pre-service teachers, as well as the young children in the elementary school. * Student Teaching Field Placement assistance - since a lot of our pre-service teachers are placed all over the state, and we were having issues with supervisors being able to travel (expense and weather) we needed an alternative solution. * Faculty Interviews - Recently we had a highly qualified candidate apply for a faculty position at our College. The candidate was located in Australia. * Clinic Telepractice - In the state of NY we are experiencing a shortage of speech therapists, especially in remote areas. This presentation will inspire you to think about the numerous ways collaborative technologies can be used beyond instruction, for live online help, meetings, training, recruitment, and more.

A Co-Teaching Partnership: Promoting Transliteracy in a Blended Learning Classroom

Adam Moore (University of Rhode Island, US)

Abstract:

Learn how to create an interdisciplinary co-teaching model that incorporates digital media, student supports, and instructional technology for teaching transliteracy skills in a blended environment.

Extended Abstract

This presentation illustrates the partnership between a librarian, a faculty member and a graduate student in the School of Library and Information Science, and their use of digital media and student supports for learning for teaching a web-enhanced first-year general education course. This course focused on topics related to human differences and diversity while also addressing information literacy skills for academic research and writing. Students were guided in constructing creative solutions to global issues while addressing general education learning outcomes and developing 21st century skills. The presentation provides an example of an innovative co-teaching partnership based on the Backward Design of Instruction and the Digital Information Fluency (DIF) models for teaching transliteracy skills in a blended learning environment. In addition, the presentation addresses the use of the Student Support for Learning model that incorporates Writing to Learn (WTL) activities and the use of assistive technologies, such as Inspiration, to target specific academic writing challenges. Features in the Sakai learning management system are also discussed, to include a live demonstration of the Glossary, where students and instructors posted course definitions online; the Forums, for creating a sense of community in the online environment; and the Resources section for including materials such as librarian-created ScreenR tutorials and class worksheets. The conclusion of the presentation provides a description of assessment and evaluation tools that were used and data analysis of student learning outcomes that will inform future teaching and collaboration. Participants will gain: (1) ideas for creating an interdisciplinary co-teaching model; (2) tips for successful collaboration between faculty, librarians and graduate students; (3) strategies for recruiting graduate students as teaching partners and for mentoring undergraduate students; and (4) examples for using specific tools in the Sakai learning management system for effective online teaching and learning. The presenters will poll the audience using clickers and will engage participants through an interactive brainstorming session. In addition, all participants will receive a handout and will have the option of creating a mind map of the presentation for note-taking, which will simulate how the instructors used the Inspiration software in the classroom.

Online Student Readiness as a Predictor of Online Student Satisfaction

Julie Bryant (Noel-Levitz, US)

Mac Adkins (SmarterServices, US)

Abstract:

What online readiness factors correlate with online learning satisfaction? Data from Noel-Levitz and SmarterServices instruments will be shared.

Extended Abstract

In an effort to determine whether online student readiness, as measured by the SmarterMeasure™ Learning Readiness Indicator, is predictive of satisfaction as measured by the Noel-Levitz Priorities Survey for Online Learners™ (PSOL), research was conducted comparing the readiness measures with

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satisfaction measures of 1,560 students at five institutions. The purpose of the research was to fill a gap in the literature concerning the relationship between online learner readiness and online learner satisfaction. The major finding was that the student readiness constructs of Individual Attributes and Life Factors as measured by the SmarterMeasure Learning Readiness Indicator were statistically significant predictors of online student satisfaction as measured by the PSOL. What this tells us is that certain types of students, based on their individual attributes, are more likely to be satisfied with their online learning experience. These students are ones who are unlikely to procrastinate on assignments, are able to manage their time successfully, are persistent individuals, are willing to ask for assistance when needed, have a locus of control (the belief that individuals can control events that affect them), and are prepared to be academically successful. Who the students are and what they bring to the table for their online learning experiences influences whether they are going to feel like the online learning program is the right educational environment for them. Certain life factors are also likely to play a role in student satisfaction. These include the availability of time to study as well as a dedicated place to study; a particular reason for continuing one's education; good support resources from family, friends, and employers; and a good self-perception of their academic skills. The current life situation of the student contributes to their feelings of success and satisfaction with his or her online experience. It is interesting to note what elements do not play a significant role in student satisfaction with online learning: learning style and general technical competency. These data do not support an assumption that only visual, solitary learners will be satisfied with online learning programs, or that individuals must have strong computer and Internet competency to be satisfied with online learning. Four suggestions for optimizing online learning will be shared during the session. These include 1) measuring student's readiness for studying online; 2) having a dialogue with online learning students about their readiness to inform decisions; 3) communicating with students regarding their level of readiness, and; 4) regularly monitoring online learner satisfaction. Details of the research findings will be shared in the presentation. The results were published by Noel-Levitz in 2011 and are available here:

www.noellevitz.com/onlineSatisfaction. LEARNING OBJECTIVES: 1. Learn the results of a study conducted to measure the relationship between online learner readiness and online learner satisfaction. 2. Explore the variables that can be used to measure online student readiness and online student satisfaction. 3. Receive four recommendations for optimizing online student satisfaction using online learner readiness data.

Academic Collaboration: Guide to a Successful Relationship Between Designers and SMEs

Bailey Anderson (Liberty University, US)

Alexandra Barnett (Liberty University, US)

Abstract:

Learn some successful techniques and tips for course redevelopment from Liberty University, a popular and respected institution with over 80,000 students studying online.

Extended Abstract

The Center for the Advancement of Faculty Excellence (CAFE) at Liberty University is responsible for the development, redevelopment, and maintenance of all online courses. With more than 115 degree programs offered completely online, we have had to ensure that our process is functional and expedient, while preserving the highest quality. With our 230 residential programs of study, it is imperative that there is consistency and unity between the two campuses (Online and Residential). Since 2007, CAFE, in collaboration with Subject Matter Experts (SMEs), has taken sole ownership of the

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development of online courses, and has worked to redevelop courses since 2008. Through this experience, CAFE has taken an existing process and refined it. For the purposes of this presentation, we will be focusing on our redevelopment process, as this will likely benefit more universities. We begin our process with in-depth research, which breaks down all of the major facets of the course that is up for redevelopment. From reading previous student feedback to analyzing trends in former live courses, we target the areas that need to be addressed. Our process for redevelopment requires that the Instructional Designers verify that all courses meet the standards and policies of the university and each specific school. Upon completion of the pre-redevelopment research, the Instructional Designer aggregates the research analysis into a detailed Design Plan, which outlines the specific areas that need to be addressed and/or revised. The Design Plan is shared with the Associate Dean, Online Chair, and Subject Matter Expert for their review. Subsequent to a careful review of the Design Plan, a meeting is set up with all of the academic stakeholders and the Instructional Designer. During this meeting, termed Academic Collaboration, all aspects of the Design Plan are reviewed and decisions are made about how to address each recommendation for the course. Then, the SME is provided with a timeline for completion of the project. This timeline is staggered and allows for SME collaboration with fellow instructors. In order to ensure that the course is approved by all stakeholders, a final review meeting is held in which the course is thoroughly explored and any last-minute adjustments are made. There are many purposes for the structured format of our redevelopments. First, it ensures that each course is thoroughly reviewed for any and all areas that need to be addressed. This format also helps to keep the Subject Matter Experts focused for only a short period of time, since most SMEs are working on many projects and courses simultaneously. Finally, as Liberty University has recently reached its 40th anniversary as an institution, it is very important that we integrate a consistent brand in our courses. Therefore, we have established a template in Blackboard which is utilized in all of our online courses, with few exceptions. During redevelopments, we also require technology upgrades or integration. Essentially, we want to make sure that all online courses incorporate innovative video and audio technologies, as well as any applicable web-based or software programs. With in-house videographers, we film most of our course videos on campus, which allows our online students to get a feel for Liberty University's brick and mortar facility. Also, because we often have unique and esteemed campus speakers, we are able to interview these visitors for specific videos. For example, we have been able to include interviews with notable writers, doctors, missionaries, politicians, and journalists. CAFE has the opportunity to work with faculty who teach both on campus and all over the world. The Instructional Designers strive to build and maintain relationships with all of our faculty and academic administration, which sometimes is challenging. However, we have developed some strategies which have proven successful. When we invite faculty to our department, we have designed a hospitality strategy that is intended to instantly put someone at ease. With the Associate Deans and other academic administration, we offer recurring meetings with our department. Since we usually have about 50 or more concurrent projects, we discovered that we save time for our academic administration by offering a weekly meeting, rather than several 15-20 minute meetings throughout the week. There are also several other strategies that we have implemented to build relationships with our SMEs and academic leadership. The most important aspect of building relationships with SMEs and administration is transparency. We take responsibility for mistakes that are made by the department and strive to provide explanation when our policies circumvent the stakeholders' desires for the course. As an Instructional Designer would admit, sometimes the design will override the faculty member's plan for the content, especially in an online course. By maintaining that positive working relationship, Instructional Designers have found that the collaboration efforts seem to go smoother and fewer obstacles are encountered. Liberty University's redevelopment methods for online courses have shown success in more than just the relational aspects. CAFE has also noted a significant financial decrease in redevelopment since instituting and implementing the above process. Since the only changes made are

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the recommendations indicated in the Design Plan, the SME is only responsible for specific alterations and is compensated accordingly. Therefore, our redevelopment process could also benefit the administration financially. While this process is still being refined (and will always be refined), it is imperative that we gather feedback on the process and post-process from the SME, Associate Dean, Online Chair, and all other stakeholders. As always, the process will adapt and grow with the needs of the faculty and administration. However, since we have uncovered so many benefits of our redevelopment process, it would be great to share these benefits with other higher education institutions.

Doctoral Education Online: Creating a Learning Organization

Henry Radda (Grand Canyon University, US)

Abstract:

The emergence of online doctoral programs prompts reflective analysis about how institutions create learning organizations designed explicitly to foster professional growth for this unique population.

Extended Abstract

Doctoral education has a long, well-established history in the academe. Stereotyped by visions of the classic ivory tower with wise sages leading groups of eager learners through a complex, daunting exploration of the philosophical foundations and theoretical possibilities of their field, doctoral education has always emphasized the learning experience as a function of the totality of the academic environment. Extending beyond credit hours, classroom experiences or assessments of knowledge, doctoral education highlights the interactive, emersion of the learner into the academic and professional community. Up to now, this doctoral culture has served us well. But changes in our modern society, driven by rapid advances in educational and communicative technology, are challenging the classic vision of doctoral education. The proliferation of online education and the launching of doctoral programs into this mode of delivery are prompting reflective questions about what it means to be a doctoral learner. Specifically, can online education prepare doctoral learners in a manner accepted by the academe? Online education has been plagued with concerns about the validity, effectiveness and quality of student learning outcomes. Despite a plethora of research establishing the equivalence between learning gains available via online or face-to-face education (see <http://www.nosignificantdifference.org/> for a comprehensive discussion of the issue), many still question the value and relevance of online learning. Inherent in this challenge is the assumption that online learning should mimic face-to-face learning; that the values, nature and purpose of an online education should be equivalent to that of a traditional program. But the same technological and social forces that provided impetus for the growth of online education simultaneously shaped the demands, nature and characteristics of the learners seeking these "new" online degrees. Learners now demand educational experiences that are not only mobile and flexible, but degree programs that integrate professional experience within the context of the theories, ideas and methodologies espoused by the ivory tower. While this trend holds across the spectrum of post-secondary education, the impact is most noticeable at the point of the online educational journey receiving the most scrutiny: doctoral degree programs. Institutions of higher education begrudgingly came to accept online learning as a viable means of teaching the basic terms, concepts and theories of undergraduate education. Close behind, institutions catered to the demands of professionals pushing for practitioner-oriented masters degrees offered online as a means to accommodate the hectic schedule of the working adult. In times of economic uncertainty in the United States, these programs flourished as a means of enhancing the credentials (and economic potential) of the middle class. Yet, held sacred throughout this transition was the doctoral degree. While professors acquiesced to the value of online education at the undergraduate

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and master's level, resistance remained to hold sacred the pinnacle of academic achievement. But, perhaps, concern about online doctoral degrees is not about the mode of delivery, but rather rests in hesitations over expanding the meaning of a doctoral degree. Traditionally, recipients of doctoral degrees served as the predecessors to the ivory tower. Acceptance into doctoral programs was restricted to the academically elite due to the finite number of academic positions available in the academe. Those with newly minted doctoral degrees were young scholars ready to begin the slow steps through the promotion and tenure ranks of higher learner. Key to this journey is scholarly activity directly tied to the creation of knowledge; a direct emphasis on discovery as a function of the basic empirical skill set imparted to doctoral candidates. While the academy undoubtedly continues to need stewards of practice to sustain the ivory tower (thus ensuring the continuing existence of traditional doctoral programs), our rapidly changing, modern society has created a demand for a new kind of scholar. Adapting to social, technological and economic pressures, there is an increasing need for a new doctoral model emphasizing application of knowledge in concert with creation of knowledge. This presentation highlights specific strategies and theoretical approaches underlying the creation of an effective learning organization focused exclusively on maintaining academic excellence while adapting to meet the needs of this emerging body of learners.

Using Asynchronous Participatory Collaborative Assessment in Large Class, Competitive Environments

Vernellia Randall (University of Dayton, US)

Abstract:

Asynchronous tools (i.e. Moodle workshop), rubrics and peer/self grading allows faculty teaching large classes to improve students understanding, analysis, writing and meta-cognitive skills.

Extended Abstract

Allowing for frequent evaluations can be most difficult in large classes. However, class size is not necessarily a barrier to quality formative and summative assessment, and in fact, only a marginal increase in the efforts of the professor is required to provide students with multiple opportunities for significant feedback. This presentation will describe how to provide multiple opportunities for formative and summative assessment, with the help of Teaching Assistants, by requiring peer- and self-assessment using the open-source cloudware Moodle as a platform. Self-assessment is a process where the student is responsible for assessing their own work. Peer Assessment involves student assessment of work created by another student. Moodle is a course management system guided by a social constructionist framework of education that assumes that the "knowledge a student receives is produced by the groups to which he or she belongs." It emphasizes "group work, collaboration, communication, sharing, activities, and critical reflection." The presentation will demonstrate the use of Moodle's "workshop activity," for providing students with multiple opportunities for formative and summative assessments over the course of a semester. "Workshops" are designed so a student's work can be submitted and offered for peer review within a structured framework. "Workshops" provide a process for both instructor and peer feedback. The interfaces for uploading assignments, performing self-assessments, and peer reviews of other students' papers are simple and intuitive, as is the software in general.

Bringing Teams to Distance Learning: Providing Secure Share Space in CMS

Robert Ekblaw, (University at Albany, US)

Abstract:

Sharing research on developing an Open Source CMS to support Team-Based Learning in fully online courses

Extended Abstract

This presentation presents research underway to identify the key functionality necessary, and then design an Open Source Course Management System, modeled after Moodle, that includes multiple secure shared workspaces for student teams to cooperatively work on assignments in a distance learning course implementing Team-Based Learning. The shared workspaces would have storage for "work in progress" files, and the CMS would be designed so that each student in that group can view and edit the file, but only one copy would exist (to prevent loss of work). The CMS would allow instructor interaction for overview or advisement, but no students other than those assigned to the student group would be able to access the secure shared storage.

Differentiated Delivery: Online Education and Student Needs

Alma Elena Cervantes (Skyline College, US)

Abstract:

What assumptions do we make about the online learner? How is online content/curriculum/instruction modified to meet measured student needs?

Extended Abstract

Specialists in online teaching and learning speak enthusiastically about the fact that online education meets a wide range of student needs and learning styles. But at this point developers of online-learning resources have not really explored or exploited those differences in learning styles. Most online learning consists of textual materials or video lectures accompanied by electronic discussions or evaluations. Two approaches are needed to exploit the online resources fully: First, students must become aware of their own learning styles. The first thing a student should do in taking an online course or using online materials is use a resource such as the xyz learning styles assessment. The idea of learning styles should be raised to the level of a class discussion topic. By doing so, the instructor can also assess the students' abilities to use the online resources available. Then the student should be engaged in choosing learning modules that best serve those learning styles. A student who knows that she learns best by discussion might choose to read online materials and then discuss them in a chat format with others. A student who knows that he learns best by using his body, might elect to build a model demonstrating his understanding. The second aspect of student engagement to online materials that has not been fully used in online teaching and learning is an assessment of the students' life situation. Instructors must be fully informed about whether a student has access at home, at the library, during school hours only. The instructor must understand the students' and parents' experience with online teaching and learning. Without a full assessment of these cultural givens, an instructor can easily overlook trouble spots in the students' online work and cultural differences that may make online learning a challenge for some students.

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Case Study: Course Data + Cognitive E-Learning = High Quality Course Design System

R Smith (University of Florida, US)

Abstract:

UF Flexible Learning developed a blueprint using course data to drive an evidenced-based course design based upon cognitive e-learning principles for high quality online courses.

At first glance cognitive theories, accountability, data collection, evidence-based course design, and the always-on digital world seem to be separate elements within the complex world of online learning. But, in this case study conducted at the University of Florida Flexible Learning these elements provide a compass for uncovering data to support the implementation of an evidenced-based design strategy for producing high quality courses with a strong pedagogical foundation in cognitive e-learning principles. So, how can any institution create a customized blueprint within their institution's e-learning protocols and delivery system to guarantee a high quality e-learning environment for each student? The University of Florida Flexible Learning unit will share with you the case study, implementation strategy, pedagogy based upon cognitive e-learning principles and the evidenced-based design strategy which will provide you with the tools for replicating this system within your institution. During this session the participants will view the application of the blueprint to a single case study supported with visuals, demonstrations and the sharing of key resources. Each participant will also be provided with the opportunity to register for a free, self-paced mini course for building a blueprint for their institution based upon the UF case study.

The Impact of Differential Delivery Methods on Student Learning Outcomes in Distance Education

Gregory Hickman (Northcentral University, US)

Abstract:

Which is more important having greater academic success and less student retention or having greater academic success, greater academic failure, and higher student retention?

Extended Abstract

The Oxford Model, grounded in experiential learning posits that experiences are the sources of learning of one's eventual profession. The premise of the Oxford Model is that students do not have a deficit, per se, that requires one to add to their repertoire of knowledge to succeed in a specific occupation or subject. Rather, students use past and current education and knowledge as a platform by which to add experiences passed down from an experienced teacher to their student in an effort to make meaning of such experiences. $H_0: \mu_1 = \mu_2$ There are no differences in the old vs. new syllabi method of delivery of initial graduate level foundation courses regarding second course student academic success. $H_1: \mu_1 \neq \mu_2$ There are differences in the old vs. new syllabi method of delivery of initial graduate level foundation courses regarding second course student academic success. A sample of 421 doctoral students enrolled in the colleges of education, psychology, and business obtained from Northcentral University. The sample consisted of 58.5% females and 30.3% males, while 11.2% remained unidentified. Ethnic differences included 4.3% Caucasian, 1.6% African-American, 0.6% Hispanic, 0.2% Asian, 0.1% Native American, while 93.2% remained unidentified. The average age of the participants was 41.77 years of age. For this study the old vs. new syllabi delivery method of first foundation courses were examined regarding the impact on second course academic success. The differences between the old and new syllabi primarily focus on personal and emotional skills, time management skills, and other skills needed to succeed in graduate level education. Hence, the new syllabi format is more designed to prepare students for success in graduate school compared to the old syllabi. For this study, Group A students

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(n=299) received the old syllabi delivery method and Group B (n=183) received the new syllabi delivery method for their first foundation course. Moreover, regardless of whether students experienced the old or new syllabi delivery format the university wide 1-on-1 modality of teaching remained a constant across all first and second courses. This study utilized a quasi- experimental design as enrollment into the different delivery methods was selected by the university. The independent variable was delivery method of the initial foundation courses while the dependent variable as was academic success (GPA) of the second foundation courses. A t-test was conducted to examine mean differences in GPA of their second course between those students who experienced their foundation course in the old vs. new syllabi delivery method. Those doctoral students who experienced the old syllabi delivery method of foundation courses achieved higher academic success ($M=3.67$, $SD=1.49$) compared to those students who experienced the same foundation courses in the new syllabi delivery method ($M=2.83$, $SD=1.59$). These differences between delivery methods on the academic success of second courses were not significant $t(480) = 1.64$, $p = .10$. Given the results, we accepted the null hypotheses that there were no differences in GPA of second courses based on delivery methods of foundation courses and rejected the alternative hypothesis that there were differences in GPA of second courses based on old and new delivery methods of foundation courses. Based on t-tests it appears that formatting the same initial foundations courses in old and new syllabi formats had no significant impact on student second course GPA. However such findings represent a paradox. For example, 39.5% of students enrolled in old foundation courses obtained a C or greater compared to 28.2% of students enrolled in new foundation courses who obtained a C or greater. In addition, 8.7% of students failed their second courses when they experienced the old foundations courses compared to 8.2% who failed their second courses when they experienced the new foundations courses. Finally, 63.6% of students dropped or withdrew from their second course when they experienced new foundations course compared to 51.8% of students that dropped or withdrew from their second course when they experienced the old foundations courses. Students taking new foundations courses had lower GPA's (2.83) and had less grades of C or higher (28.2%) for their second courses, whereas students taking old foundation courses had higher GPA's (3.67) and more grades of C or higher (39.5%). Perhaps the higher GPA's in old foundations courses format may be a product of those 27.6% of students that dropped or withdrew from their second courses prior to obtaining grades. Hence, the higher GPA's in second courses of those that took the old foundation courses delivery method are inflated as those with a tendency to do poorly dropped or withdrew prior to official grades being rendered. This study has implications for those distance learning institutions that engage and/or are interested in student learning assessment. This study would be of interest to such distance learning institutions as we have clearly documented the paradox of altering the delivery method of foundation courses. Distance learning universities are dedicated to student retention. However, this study would suggest that losing students before the classes starts (drops) and during the courses (withdraw) may be a product of how the courses are delivered and may alter the way student retention is perceived. We will discuss the idea of does losing students via delivery methods outweigh the academic outcomes of student learning. We will raise the question of "Which is more important having greater academic success and less student retention or having greater academic success, greater academic failure, and higher student retention?" We will dovetail this presentation with findings of our other presentations at this conference that highlights how we examined delivery modalities courses in 8 and 12 week formats as well as in overlapping and non-overlapping courses. This will provide further research of the importance of delivery modalities for student learning and will afford those who cannot attend this seminar a chance to obtain new and original research on student learning and delivery method of courses.

In Search of Simpler Solutions: Case-based Design Patterns for Blended Learning Courses

Linda Futch (University of Central Florida, US)

Aimee deNoyelles (University of Central Florida, US)

Kelvin Thompson (University of Central Florida, US)

Abstract:

Everyone craves a simple "formula" to design blended courses despite inherent complexities. Come review the design patterns emerging from an inter-institutional research interview project.

Extended Abstract

Blended learning is an evolving pedagogical model for online course delivery. However, many faculty struggle with the design. What is "the formula" for a blended course? How much should I put online? What should I keep in my classroom?" How does the course design impact students and learning? These are the perennial questions faculty ask as they conceptualize a blended course. While we don't have a universal answer to these questions, you can learn from strategies incorporated into successful blended courses and why the course was successful. Using a case study model, a team interviewed faculty from various institutions delivering blended courses. This presentation reviews successful blended strategies, factors impacting design and decision points in the design and why they succeeded. Furthermore, we will explore early design failures and how to avoid them in your course.

Using Blended Learning to Create a New Internship: An Immersive Boundary Model

Robert Heckman (Syracuse University, US)

Abstract:

Internships create boundary situations that have great learning potential. A blended learning approach makes possible a new kind of internship that fully exploits these boundaries.

Extended Abstract

Work-based learning (WBL) experiences such as internships and coops create boundary situations that have great learning potential. That potential, however, is not fully realized in the traditional "sandwich" internship model, where periods of coursework and internship alternate sequentially. A blended learning approach to the design of WBL experiences provides the capability to more fully leverage these boundary opportunities. Students who participate in internships are typically required to cross the boundary between work and school, but the boundary is fixed at a particular moment in time, and the environments of the classroom and the workplace remain compartmentalized. The knowledge required to succeed in these two environments is different, and different rules remain intact as a student shifts from 'work mode' to 'school mode'. Theorists postulate that the knowledge acquired in these separate environments may transfer back and forth, but there is disagreement in the literature about how this transfer works, or even whether it is an actual phenomenon (Eraut, 2004). In this presentation we describe an alternative approach to maximizing the learning that occurs in WBL experiences. This alternative avoids the problematic question of the transfer of learning, and instead focuses on extending the boundary between the classroom and the work place. Boundary theory specifically proposes that there are socio-cultural discontinuities between different environments, which when crossed or spanned, require individuals to reformulate their thinking (Akkerman and Bakker (2011)). By extending the boundary between environments and making it more salient - in effect continually immersing students in the boundary - we greatly increase the opportunity for learning to occur. In our work on the design of WBL experiences, this boundary immersion is made possible by a blended learning pedagogy.

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Traditional internships and co-ops fail to deliver optimal learning outcomes because the points at which boundary crossing occur are minimal, and those points are not effectively designed (Eraut 2004). Now, the intersection of boundary theory and blended learning makes possible a previously unavailable pedagogy for work-based learning. Specifically, as shown in Figure 1, we use blended learning strategies to make the boundary-spanning experience extended and continuous throughout internship placements, allowing students to be, in effect, immersed in the boundary.

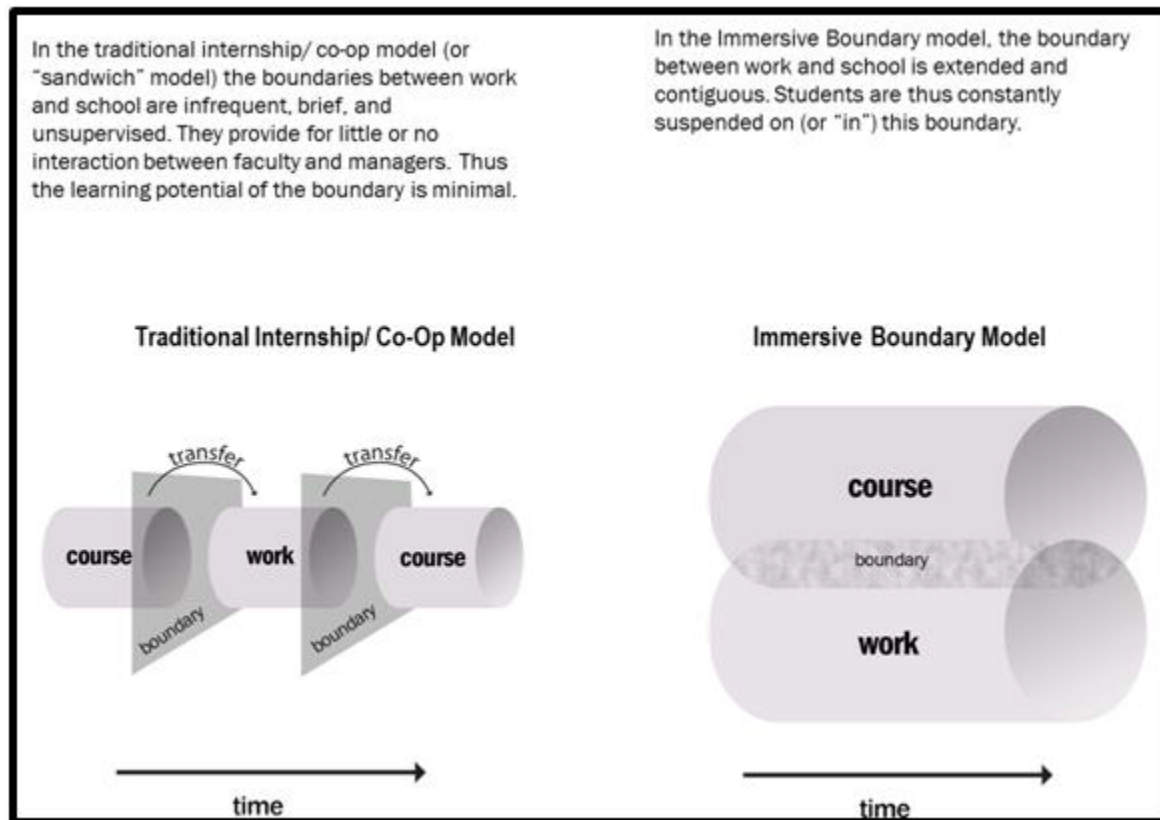


Figure 1. An Immersive Boundary Internship Model

Principles for Designing an Immersive Boundary Work-Based Learning Experience Our presentation will describe the principles we used to design an extended internship program, the Global Enterprise Technology Immersion Experience (GET IE.). We have used this program as a concrete test case to experiment with the immersive boundary approach described above. The GET IE is an internship program designed to allow students to continue taking courses while simultaneously working full-time in a global enterprise. The student experience while in the internship is comprised of projects for work and courses that are delivered online, through F2F residencies, teleconferences, and telepresence. Course instructors are aware of and involved with the students' roles at work, and incorporate the goings-on at work into their academic courses. Garrison and Vaughan (2008) present principles for designing blended learning to foster a community of inquiry, and we embraced those principles in the design of our program. In addition, we identified seven pedagogical principles specifically for work-based learning that maximize the learning potential of boundaries

1. Make the boundary between work and school continuously salient. Immerse students in the boundary between school and work for the duration of their internship experience. Blended learning strategies make it possible for students to take courses while they are working.
2. Introduce boundary objects. Beyond this, there must be a designed intervention requiring students to span the boundary, a specific assignment to push students into boundary spanning situations.
3. Involve teachers in students' work. Teachers and supervisors often

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have different frames of reference when assessing performance, and they often complement each other in terms of knowledge that the other might not use on a regular basis. For this reason, involving teachers in the work that happens at a students' workplace can create an important boundary. 4. Involve managers in students' courses. A manager's assessment of a course assignment is again likely to be different from the teacher's, placing the student in the uncomfortable, but highly formative, position of creating a deliverable that will earn them an A from their teacher and approval from their supervisor. 5. Take advantage of naturally occurring boundaries. Principle 1. leverages the distinct boundary between work and school, but within the work organization, there are also many smaller boundaries that carry learning potential. 6. Promote openness to serendipitous and informal learning. Serendipitous interactions within a community or solitary, discretionary exploration of a subject can contribute significantly to the impact of a work-based learning experience, and we design serendipity into the GET IE. 7. Encourage and reward self-directed learning. Participation in a community of practice demands self-directed learning, and working in the immersive boundary between work and school can create unique opportunities for development of this skill. Our presentation will: 1) briefly describe the theoretical foundations of the immersive boundary model (experiential learning, boundary theory, blended learning), 2) describe the design of an extended internship program, the Global Enterprise Technology Immersion Experience, and 3) present the learning outcomes we have observed over four years of operating and assessing the program. Interactive Q&A is encouraged throughout, and audience members will be asked to contribute to the future development of the model. Akkerman, S. F. and A. Bakker (2011). "Boundary Crossing and Boundary Objects." *Review of Educational Research* 81(2): 132-169. Eraut, M. (2004). *Transfer of knowledge between education and workplace settings. Workplace Learning in Context.* H. Rainbird, A. Fuller and A. Munro, Psychology Press: 53 - 73. Garrison, R. and Vaughan, N, (2008). *Blended Learning in Higher Education.* Jossey-Bass.

Evaluability Assessment: A Process to Examine Online Learning Interventions and Make Evaluation Studies More Usable

Jacqueline Singh (Indiana University Purdue University Indianapolis, US)

Abstract:

Re-discover a known systematic process to capture the structure (program theory) embedded within your online learning intervention to discern its suitability for an in-depth evaluation.

Extended Abstract

Colleges and universities are facing a time of economic pain and technological change. By default, postsecondary institutions are microcosms of larger environments and have a fundamental role in the development of knowledge, skills, and abilities (KSAs) needed in a global society. Consequently, higher education is indispensable to overall economic development—and, must be responsive to multiple stakeholders (students, accreditation agencies, employers, corporate partners, legislators, grantors, etc.) to assure that what's learned is transferrable to settings outside of academia. But, how does that happen? Beyond branded websites, glossary brochures, course descriptions, or lengthy syllabi, how can stakeholders know that learning interventions (e.g. online, blended learning, etc.) are reasonably aligned and address the KSAs needed in a global society, as well as the occupationally specific competencies that employers seek? These are important questions to ask because online learning interventions vary in their characteristics, such as: context, design, level of complexity, technology, resources needed to carry them out, delivery, and so forth. This diversity needs to be considered when planning and conducting useable evaluation studies of online or blended learning interventions. That's because context is a complex phenomenon that has direct impact on the integrity of an intervention's implementation. Broadly speaking, "context" refers to the setting(s) within which the object of an evaluation (evaluand)

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and evaluation are situated. Many evaluands are implemented in multiple contexts or systems, which always differ in some important way(s). Most contexts have multiple components, layers or levels, such as the online courses within programs within schools within colleges or universities within states within countries. Evaluability assessment (EA) is a known systematic process that higher education can leverage. It affords opportunities to revisit the design and structure of existing online or blended learning interventions and capture how they work in models. That's because, in evaluability assessment, evaluators do not have a hypothesis about an intervention's design. Rather, the intervention's design and its respective program theory is extracted—in particular, the outputs and intermediate outcomes expected to connect component activities to end outcomes—from relevant documentation (i.e., syllabi, course descriptions, websites, grant proposals, etc.) and from key factors in and around the learning intervention. Investigators ensure that an intervention's design is acceptable to the users of the evaluation information before undertaking an in-depth evaluation—or, settling upon a "quick and dirty" superficial evaluation. The learning intervention's design, which evolves during the course of an evaluability assessment, is a framework for decisions upon which the collection and analysis of data is decided. The practical application of EA is three-fold: 1) create graphic representations that clearly capture what the learning intervention looks like; 2) identify plausible alternative evaluation approaches—and thereby, respond to increasing calls for accountability, and 3) garners a common sense of direction for varying contexts associated with the learning intervention (e.g. online programs, blended learning courses, etc.). Participants are walked through a "real time" example to observe how EA generates meaningful insights into assessment and evaluation studies. Individuals who undergo the process of EA often discover there's more flushing out, or development to do, before a meaningful in-depth evaluation study can be undertaken. Recognizing the value of EA, they may even question the utility or value of traditional end-of-course student feedback surveys used by organizations, institutions, schools or departments for formative purposes and summative decision-making. (Smith 1989; Wholey, 2004) In short, the planning and design of evaluations requires difficult decisions when identifying which overarching evaluation question(s) to answer; the focus (e.g., technology, institutional context, website usability, course, design, learners, etc.); unit(s) of analysis for the evaluation (e.g. course level, program level, etc.); what evaluation criteria to use; the data to collect; and, analyses to undertake. Individuals, who undertake an evaluation, must balance the responsibility and cost of possible evaluation designs and the likely benefits or returns of those evaluations. The goals of this 35 minute information session are to increase participants' awareness of the applicability of EA for examining and evaluating online environments; and, demonstrate how to capture a learning intervention's "program theory". Conceptual frameworks and model templates will be shared to address three overarching evaluation questions: 1) If "X" intervention is offered (as designed), then what—realistically—would be the goals? 2) "Why" is it believed that "X" online or blended learning intervention component(s) (i.e., stakeholder theory; Chen, 2005) lead to "Y" outcomes? In other words, what is the embedded "program theory" about? How will change occur in an online environment? 3) What evidence is there that "Y" components lead to "Z" outcomes? Participants are encouraged to ask questions during the session. Informational handouts on evaluability assessment and resources are provided. References: 1)Bickman, L. (1989). The functions of program theory. *New Directions for Evaluation*, 5-17. 2)Chen, H. (2005). Practical program evaluation: Assessing and improving, planning, implementation, and effectiveness. Thousand Oaks: Sage Publications (pg. 41) 3)Mathison, S. (Ed.). (2005). *Encyclopedia of evaluation*. Thousand Oaks: Sage Publications (pg. 139) 4)Smith, M. F. (1989). *Evaluability assessment: A practical approach*. Boston: Kluwer Academic Publishers. 5)Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2004). *Handbook of practical program evaluation*. San Francisco: Jossey-Bass Inc., Publishers.

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Tools and Processes to Help Assess and Mentor Doctoral Capstone Research

Louis Milanesi (Walden University, US)

Laura Knight Lynn (Walden University, US)

Gary Burkholder (Walden University, US)

Leilani Endicott (Walden University, US)

Daniel Salter (Walden University, US)

Abstract:

This presentation presents research driven continuous improvement process targeting organizational challenges related to mentoring doctoral level research within an inclusive enrollment online environment.

Extended Abstract

Presentation Outcomes/Goals This presentation will contribute to knowledge of; • new techniques for monitoring capstone research quality • evolving scalable continuous improvement process • internal/external research to support quality improvement

Introduction Prior The Walden University dissertation embraces and reflects the core values and mission of the university. Walden strives to produce graduates who combine academic credentials with professional skills and leaders whose actions are motivated by informed intellect and educated attitudes. As accomplished practitioners, Walden University students bring a wealth of expertise to their studies. Walden's curricula then provide the foundation upon which students build their competence and mold their interests, culminating in the dissertation learning experience. Through this process, Walden graduates are provided the learning necessary to set forth new ideas through enlightened insights and to effect change in individuals, organizations, and society. Moreover, Walden's scholar practitioner model embraces an inclusive enrollment that results in a student body entering with varying levels of formal research skills. This variability in entry level skills presents unique challenges to mentoring capstone research, particularly within an online learning environment. Therefore, the university continually strives to establish curriculum, processes and tools to support high quality research. This presentation describes Walden's decade long application of action research techniques to develop and improve tools and practices to help guide students and faculty in conceiving, conducting and reporting doctoral level capstone research projects.

Early processes and documents Prior to experiencing periods of major growth, common practice was to have students read and model their capstone research after other dissertations. Students who were more naïve regarding scholarly research sometimes would not recognize the common themes that underpinned the organization of the dissertation. Such omissions would lead to requiring significant revisions of the document following a blind external review. Rubrics were adopted as early as 2003 to better guide the organization of the capstone research, facilitate communication among the faculty and with the student regarding the strengths and needs for improvement related to the document, and to serve as a consensus faculty voice regarding the core essentials of doctoral level capstone research. Specific rubrics have been developed to align to different types of professional doctoral degrees (EdD, DBA, etc.); however; all PhD degrees shared the same rubric. The PhD rubric was the first to be deployed, and evidence suggests that the addition of this tool decreased the average time to completion of the PhD by almost a full academic term. These rubrics were employed within structured review processes that also evolved over time. [provide brief overview of evolution that led to the Academic Review process]

Responding to accreditation visit feedback Walden's scheduled 2005 Higher Learning Commission site visit provided feedback to the university regarding several opportunities for improvement including comments related to improving the quality of doctoral training and research. A special taskforce was established, and within 2 years had established specific research competencies, performed a curriculum review related to the new research competencies that launched

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a systemic revision of the core research curriculum, and establish a new unit to centralize the administration and support for student and faculty research. CRS engagement Established in 2007, the Center for Research Support engaged the mission of serving the university community by supporting high standards in ethics, scientific rigor, and the dissemination of knowledge in the interest of positive social change. The new unit also provided a means to better house and accelerate evidence based evaluation and improvement of research related processes and tools. A 2008 CRS study of the Academic Review process used to guide and vet capstone research was used to establish an improved and standardized University Research Review process that was launched in 2009. In that same year, the CRS oversaw the development of the student facing Faculty Expertise Directory to better expose students to the diverse expertise of faculty approved to mentor research. Data and information from 5 years experience using the PhD rubric pointed to several opportunities for improving that instrument. We planned a series of external studies that investigated the usability and adequacy of the PhD rubric in supporting doctoral quality research, as well as specific areas where we could improve quality in our published dissertations. The studies were CRS OIRA joint efforts to study Walden dissertation quality and the dissertation rubric • Both examined four Walden academic disciplines: 1) Psychology, 2) Education, 3) Public Health, and 4) Applied Management and Decision Sciences. For each area, REA randomly selected 10 dissertations completed and submitted between the dates of June 1, 2008 and October 1, 2009 for Wave I, or submitted in 2009 and 2010 for Wave II. • Wave I participants (N=48) were tenured professors from Research I (Research University/Very High) universities across the United States in one of the four academic disciplines listed above. • Wave II participants (N=55) were associate or full professors in one of the four academic disciplines examined in Wave I Rockman I • The Wave II study sought to expand in the first study by • Affording a contrast of Walden dissertation quality to the quality of dissertations from other universities • Providing a comparison to universities that are more closely aligned to Walden's mission that embraces open access to education to effect social change • The comparison group was benchmarked against two nationally recognized authorities on higher education • Carnegie classifications to align to structural similarities in program arrays • The Survey of Earned Doctorates to align to the scholar practitioner career trajectories of our graduates Convergent results from these two studies, combined with data from internal tracking mechanisms informed a Doctoral Quality Enhancement Summit that generated university wide action plan that resulted in improvements of multiple processes and tools • Litmus test - used to evaluate the doctoral quality of the research question • Prospectus - platform for early deployment of the litmus test • PhD Rubric - increased clarity, student reflection, ease of use and inter-rater reliability This presentation will discuss these developments and additional mechanisms developed by the CRS to support students and Faculty throughout the capstone experience.

Wikibooks for Student Engagement and Active Learning

Sue Bajt (William Rainey Harper College, US)

Abstract:

Empower your students with Wikibook technology to generate their own open source content, collaborate, and share information online!

Extended Abstract

What are Wikibooks? Online open-source tools have the potential of shaping the accessibility and delivery of education to our students. While many college textbooks can become out-of-date before they reach the hands of our students, Wikibooks (www.wikibooks.com) are a collection of open-content online textbooks that can serve as a valuable resource for our students. A wiki textbook is written using wiki technology, combining the attributes of an e-book and of a wiki while improving on some of the

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limitations of textbooks. Wikibooks can supplement, or even replace, traditional textbooks by providing the currency needed in many disciplines. Moreover, while the development and distribution of traditional textbooks are influenced by commercial interests, a wiki textbook can be developed collaboratively by faculty and by students, and made available online free of charge. Wikibooks are overseen by wikipedians, who can authorize edits. Anyone can add an edit, just like to its "cousin," Wikipedia. However, wikipedians may have greater weight in what is retained. This takes the full responsibility for oversight out of the hands of the instructor and of the other students, encouraging students to think about how to make additions to their book which will be retained. The editing process can also allow for some interesting conversations when students question why a wikipedian has edited their information. As a collection of free-content books, all text in Wikibooks is irrevocably licensed to the public under one or several liberal licenses, such as the Creative Commons Attribution License (http://en.wikibooks.org/wiki/Wikibooks:Creative_Commons_Attribution-Shar...), unless otherwise noted. The Project and Results Computer Information Systems is one of the most rapidly evolving fields. As a career program in higher education, CIS is traditionally receptive to textbook changes since it is continually in need of upgraded texts in order to remain current. Wiki technology was applied to the development of an introductory academic textbook on information systems over two semesters during 2011-2012. During each semester, online students worked in groups to develop a supplementary textbook for CIS101 - Introduction to Computer Information Systems by contributing to an existing wikibook on information systems. Student first needed to research the existing book to determine the placement of appropriate additions to the book. Students were able to create new pages or new chapters within the book as well as make additions to existing text. Each week, the groups contributed text as well as illustrations to the online wikibook. Each chapter addressed one of the topics covered in the CIS101 text, enhancing it by bringing in more current technology items as they evolved. During each of the two semesters, one section of the CIS101 online class contributed to the wikibooks, while those in a second online section of the same class were not involved in the wikibooks project. Retention and final course grades in the experimental group were significantly higher than that of the control group for each semester. Student contributions to the online class discussion board were also significantly higher in the experimental group than in the control group for each semester. Student feedback confirmed that the project was engaging and enhanced learning. Students described the project as "a great source to learn the class material," "a way to conduct independent research," "a whole new world of learning," and "a great sense of accomplishment." This project clearly enhanced the use of instructional technology. Wikibooks utilizes the current generation of Web-based services and applications by allowing students to collaborate, generate their own content, and share information online. Use of Web 2.0 technologies can increase student engagement and active learning strategies. Classroom strategies that support this kind of learning may be considered even more meaningful when teaching Millennial Generation students. By embedding Web-based interactions in a course, the preferences of this generation may be better supported. Wikibooks, as an open content collection of non-fiction books, allow students to contribute to a free, publicly-usable database of information while students received feedback from their instructor, peers, and experts in the field. Long-term Goals The wikibook project has the potential to affect instructors and students campus-wide. The concepts of creating and editing a wikibook can be applied to any discipline and to multiple modalities. This project promotes literacy and writing across the curriculum and could also be used in developmental classes to enhance communication and writing skills. The use of wiki textbooks can empower both students and instructors. This collaborative Web 2.0 technology as a platform can alter the traditional roles of student and instructor, enabling a new kind of student-teacher-curriculum relationship. The collaboration over a wiki textbook can further empower the participants by the formation of a learning community in which each participant is able to contribute his/her individual strengths to the joint effort while allowing for diversity in learning styles. For example, a student who has less expertise in the subject matter, but who

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has above average writing skills can contribute by reading and proofing the contributions of more knowledgeable students. Furthermore, the use of wiki technology can introduce students to copyright issues and other concerns with publishing material on the Web. Students may prefer the wikibooks to standard textbooks, finding them to be credible sources of information. They may end up spending more time learning from wikibooks than from standard textbooks, enjoying the challenge of contributing to them and feeling a sense of accomplishment in contributing to a resource that may be used by others. Having the accessibility of expert knowledge in the field may offer students more learning opportunities. Furthermore, contributing to and using wikibooks can help prepare students to navigate future changes in the global production and world-wide distribution of information.

Effective E-learning Analytics: Procrastinations in e-Exams

Yair Levy (Nova Southeastern University, US)

Abstract:

Data analytics based on 1,629 e-exams using 4D visualizations and Google

Extended Abstract

Procrastination is an inevitable part of daily life, especially when it comes to activities that are bounded by deadlines. It has implications on performance and, at times, is associated with poor personal time management. Although research related to procrastination in general behavior has been studied, assessing procrastination in the context of online learning activities is scarce. This presentation will provide results from a study that was set out as an exploratory investigation using advanced data analytics techniques about online exams. The presentation will start with definition of the term procrastination and an overview of the benefits that data analytics provides, including data analytics of e-learning systems related activities. Then, discussions about the study will be provided. The dataset used for this study included 1,629 online exam records over a period of five terms in an academic institution in the southeastern United States. The online exams were provided during a weeklong timeframe where students were asked to take it based on material that they studied the previous week. The 'task performance time' and 'task performance window' were fixed on all records extracted. During the presentation, results of this study will be reviewed and discussed. For example, it was found that when it comes to taking online exams, over half (58%) of the students tend to procrastinate, while the rest (42%) do stage their work to avoid procrastination. Out of the 58% that procrastinated until the last day of the task performance window (i.e. 24 hours before the due time), 40% of the total participants procrastinated to the last half-day (i.e. 12 hours before the due time). Data analytics revealed that those who procrastinated appear to perform significantly lower than those who stage their work. Clear trends were also observed based on whether the students work in the morning or the evening, their academic level, and gender. This presentation will showcase the 4D (3D+time) visualizations of the data, how it helped point to additional analytics of the data that was needed, and animations of the data using the Google™ Visualization (Motion chart gadget). This presentation will conclude with an open discussion session allowing audience to interact in a Q&A and collaborative discussion with the presenters on the data collection, data preparation, results, and techniques used to perform the data analytics.

Bringing Teams to Distance Learning: Providing Secure Share Space in Computerized Course Management Systems

Robert Ekblaw (University at Albany, US)

Abstract:

This session presents research underway to design an Open Source Distance Learning System that includes multiple secure shared workspaces for students to do cooperative work.

Extended Abstract

This paper describes research to determine the best means to provide a secure workspace for student teams in a computerized Course Management System that would support Team-Based Learning. Most commercial and open source Course Management Systems available today focus on students' individual effort, while Team-Based Learning is founded on students' ability to interact and work together. These two directives have become contradictory, as there is no current Course Management System that actively supports Team-Based Learning. This research investigated the key aspects of both, and investigated ways to bridge this gap. The result of this research will be discussed, as well as how it can be applied to create a template, or functional skeleton, of a new Course Management System that would allow student groups to share files and work in progress, allow and facilitate instructor feedback, and allow students to work together simultaneously.

Real Time- the Importance of Live Interaction for Online Learning

Michael Fleming (School of Continuing Education, Columbia University, US)

Lisa Minetti (Columbia University, US)

Abstract:

Designing highly interactive live strategies to improve the student experience of online learning in higher education.

Extended Abstract

The landscape of teaching and learning in higher education continues to transform as online technologies become increasingly robust and easier to use. The impact of mobile devices, social networks and online applications has brought a new set of expectations to online learning that cannot be denied. Students expect information to be instantaneous, navigation to be simple and the experience to be social. This session will emphasize the importance of compelling synchronous moments as a crucial component of online pedagogy. Leveraging web conferencing tools, group video chats, and mobile technology, faculty are now equipped with a suite of options for staying connected to the students in the online classroom. Real-time interaction via online technologies creates a stronger, more meaningful bond between students and faculty, while simultaneously deepening the potential for knowledge sharing. The School of Continuing Education at Columbia University offers a variety of online courses to attract a broader demographic of working professionals, move beyond geographical limitations and reduce costs. The schools rigorous and innovate programs integrate knowledge across disciplinary boundaries, combine theory with practice, leverage the expertise of our students and faculty, and connect global constituencies. Online courses are a pivotal part of The School of Continuing Education's mission to transform knowledge and understanding in service of the greater good. One of the main goals of our online learning team is to create a highly interactive, social, and rigorous online learning experience. Our team has a 16 week development cycle for each new online course in production. The framing period of each new course focuses on a few key questions relating to the "live strategy": 1.

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What is the role of the live moment in the learning path for students? 2. What is the visual, interactive experience and instructional aim of the live moment? 3. What will students do or learn in the live moment? 4. How does the live integrate with other moments of the course: content, social, media strategy

Through the design process of our online courses we create opportunities for knowledge networking and student-to-student interaction. The live strategy dictates how, when and where students will have potential for collaboration, connection and community. This design process is shaped by several core values relating to online classes. We strive to have compelling and rigorous content, create a dynamic visual experience, create a space which is interactive/social by design, integrate social media, and enact evidence-based practice. During the execution of a course the Webinar Specialist and Instructional Designer on our team will meet with instructors for weekly "preflight" meetings to discuss the design and execution of their live sessions. The instructor creates storyboards and outlines for the session. The Webinar Specialist guides the instructor in best-practices for the virtual space and together they develop a live strategy that is best suited and unique to each live session. The goal of the preflight meetings is to generate a strategy to make each live session engaging, visually dynamic, and highly interactive. One of the biggest challenges for online webinars is to create a real experience in that virtual space. Too many webinars are boring, passive and neglect their audience. From our research and experience we have created some guidelines for making sure that the live webinar session experience is positive and we like to share it with our new faculty: 1. Compelling content and dynamic visuals 2. Moments of interaction every 5 minutes (polling questions, status changes, breakout rooms, etc.) 3. Initiation of reflective dialogue in the chat 4. Quality technical support 5. Creative use of available tools

Our tool set for live virtual moments currently includes Adobe Connect and Google Hangouts. Adobe Connect is a robust, powerful webinar tool that is ideal for education and collaboration. A Google hangout is a beta group video chat and collaboration tool on the Google+ social network. We use Adobe Connect for all of our weekly live class sessions with a webinar support and dedicated teaching assistant facilitators to aid the faculty in the delivery of their session. We currently use Google Hangouts for stand-alone smaller group study circles that can be initiated by the instructor or students. We also have a partnership with Pearson to help in the development of a powerful Learning Management System that will be social by design (based off of the free LMS that they recently released called OpenClass). We see a great deal of potential in live strategies for teaching online and have received positive feedback from students and faculty alike. One student from our Business Analytics course has said: "As a student you can contribute to the course dialogue much more than you can in a face to face class. You learn a lot more during class because there is a whole separate world happening in the chat that is generally adding to the learning experience, although sometimes it is just fun!" As technologies change and as our course offerings expand we are always looking for ways to improve. Using tools like Adobe Connect or more social Learning Management Systems we can enhance the student learning experience. The combination of these technologies helps us to build dynamic courses that set a new standard for online learning in Higher Education.

Mind, Memory and Human Cognition: Principles and Practices Every Online Instructional Designer Should Know

Michelle Miller (Northern Arizona University, US)

Abstract:

Designers and instructors will learn to harness properties of the mind and brain in this interactive presentation based on recent research on human cognition

Extended Abstract

Learning Effectiveness

Instructional designers, online instructors, and other online education specialists are all in the business of changing minds: building memories, leading students to develop new skills, and changing student dispositions. Acknowledging this, many authors and leaders have called for education professionals to build their knowledge of cognitive and brain sciences. This call is particularly pressing for online education professionals given that online teaching and learning tools offer new and powerful ways to harness the natural properties of the human mind, compared to traditional face-to-face techniques. Unfortunately, non-specialists face major hurdles in their quest to extract meaningful, useful information from cognitive and brain research, given the preponderance of specialized jargon and other technical roadblocks. Furthermore, theoretical knowledge of key processes - particularly memory and attention - has advanced and changed dramatically in recent years, so that information in the field rapidly goes out of date. For these reasons, misinformation about cognitive processes abounds, and opportunities to build more effective practice are lost. The presenter of this interactive, multimedia session will demonstrate key principles that online educational professionals can use to create innovative and effective learning activities, drawing on her 20 years of experience as a researcher and teacher in the field of cognitive psychology and cognitive neuroscience. Participants will learn which aspects of cognitive research are most germane to online instruction and will discover practical ideas for implementation, focusing on topics such as short-term and long-term memory, attentional processes, emotion and cognition, and learning styles. The material replicates and extends themes from the author's publications on cognition and teaching, most recently in *Change: The Magazine of Higher Learning* (2009) and *College Teaching* (2011).

Mathematics for Everyday Life: A Best Practices Alternative

Margie Dunn (Excelsior College, US)

Abstract:

We present early results of replacing an Elementary Algebra option with an alternative course developed according to best practices within both mathematics and online education.

Extended Abstract

Mathematics is often a stumbling block for college students and may be especially difficult in the online environment. Students often find required mathematics courses inapplicable to their everyday life and therefore fail to engage in meaningful ways and often do not persist in the course. We explore Excelsior College's current attempt to address this issue. At Excelsior College, all students must fulfill a one-course math requirement. To both upgrade standards and to provide students with a more productive experience, we recently removed Elementary Algebra as a for-credit option and developed a new online course focusing on quantitative reasoning, aimed at the student who will likely take one and only one college level mathematics course. This new course was developed bearing in mind best practices both within mathematics and online education. This presentation reports on the effects of this change in terms of course enrollment, course persistence, and student performance, as well as both student and instructor experience and satisfaction. Constituents interested in mathematics requirements, developmental and freshman level math, student retention, and student collaboration within the online environment will benefit from this presentation. Called "Mathematics for Everyday Life" to entice enrollment, the new course offering is far from remedial but instead encourages and requires students to think differently about a variety of quantitative issues both broader and likely more relevant to the Excelsior student population than the topics encountered in a typical algebra course. Topics include financial mathematics (savings, retirement planning, loans and mortgages), evaluating statistical claims, voting, mathematics in the arts and natural world, and understanding uncertainty in diagnostic testing. The course is designed in 8 modules, and both a 15-week and a condensed 8-week version of the course is offered. Material and assignments within the two versions are the same. As an alternative to

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remediation, students are provided with "just in time" instruction: within each module, they are directed to particular videos and exercises offered by Khan Academy to refresh their understanding of the pre-requisite knowledge necessary to tackle the current topic. The textbook used in the course is Bennett/Briggs Using and Understanding Mathematics: A Quantitative Approach. The course uses a four-pronged approach, each representing 25% of the overall grade: 1) Students do traditional mathematics homework exercises within MyMathLab, a software product available through Pearson which provides immediate feedback, examples and "Help me Solve This" hints/direction, and the opportunity to re-submit incorrect work. 2) Students take traditional quizzes within MyMathLab. There are two chances allowed for each quiz. 3) Students work in groups of 5-6 within a discussion board on an extended problem developed by the course designer. 4) Each student is then required to submit their own solution to the discussion board problem at the end of the module. The grading rubric for the discussion board supports sustained participation, meaningful posts, justification of reasoning, and clear and grammatical writing. The grading rubric for the problem write-up supports a correct, clear description of the solution with clear and accurate justification and proper grammatical writing. The instructors themselves vary in background; to ensure quality we monitored and coached as necessary, and offered webinars to present and discuss best practices. In particular, instructors must learn to facilitate actively and effectively within the discussion boards while refraining to assess student work - it is up to each group to decide if their solution is correct. This policy encourages collaboration and community and follows best practices within mathematics education. Enrollment in "Mathematics for Everyday Life" has been high, approximately twice as many students each term as the previously offered Elementary Algebra course. The presentation includes data from the first 300 students to complete the course (about 15 separate sections representing 12-15 different instructors). The presentation provides graphical and statistical comparisons between the new course offering and the eliminated Elementary Algebra course, as well as comparing the 15-week versus the 8-week version of the new course. Student enrollment, drop and withdrawal rates, and grade comparisons is provided. Data and comments from both student and instructor evaluations is also presented. To provide a clear understanding of the comparison, the presentation begins with an outline of the curriculum of both courses (Mathematics for Everyday Life and Elementary Algebra), and examples of the discussion board topics from each (in Mathematics for Everyday Life, these will be the extended problems students work on collaboratively). The presentation also includes examples portraying the scope and variety of discussion board interchanges within Mathematics for Everyday Life. This will give insight into the variety of student ability and engagement and also the facilitation approaches of the various instructors. Although discussion board interchanges are unavailable from the Elementary Algebra course due to lack of student permission, we will provide examples of instructor comments within these discussions. All presentation materials are available as Powerpoint slides. Handouts will provide examples of discussion board interchanges and will be used for occasional small group moments and for discussion at the end of the presentation.

Using Retrospective Pre/Post Evaluation Design to Evaluate Learning in Online Professional Development Courses

Diane Chapman (NC State University, US)

Abstract:

Explore how to implement practical e-learning evaluation design and view methodology and results of a 2-year online evaluation using retrospective pre- post-evaluations.

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Evaluation of online learning continues to be a subject of discussion. This is especially true in the arena of online professional development as most organizations do little more than evaluate participant reaction to learning through soliciting opinions about the instructor, the environment, and satisfaction with the session. Therefore, many online professional development courses do not receive adequate evaluation and as a result, cannot be altered or redesigned based on valid and reliable data. This presentation will examine the two-year evaluation process of the online professional development portion of an institute established to train first year allied health and nursing instructors about education principles. The evaluation process focused on using retrospective pre-post evaluation methodology with a stakeholder utilization focus (Patton, 2008). The design is not only a practical methodology for evaluating online professional development offerings, but it also addresses calls for more quantitative evidence of increased knowledge, skills, and abilities (Griffin, 2010). Evaluation in Online Learning When online learning was in its infancy, evaluation focused on comparing learning outcomes between students in face-to-face courses to online courses covering identical learning objectives. The bulk of studies found that there was no significant difference in learning outcomes. Later, the argument was made that comparing online to face-to-face learning was misplaced, as the focus was on only measuring the difference and not on measuring the learning (Oblinger & Hawkins, 2006). While evaluation of professional development instruction still relies heavily on reaction-based measures, such as opinions about the relevance of the content and the receptiveness of the instructor, there is a trend preferring more quantitative approaches that measure impact (Gosk, 2011). Professional development seldom offers the opportunity to employ experimental designs consisting of treatment and non-treatment groups. Thus, alternative methods should be applied that provide more focus on what happened in terms of learning in any particular course. Retrospective Pre-Post Evaluation The retrospective pre-post evaluation, sometimes called post, then pre evaluation, is gaining in popularity among educators as it provides evidence of whether or not learning occurred without the need for experimental design. In retrospective pre-post evaluation, all evaluation measures are taken at the end of the instructional event. Learners are asked to rate what they knew about the content prior to the instruction and also rate what they knew upon completion of the instruction. Retrospective pre-post evaluation eliminates some of the problems associated with experimental design. In addition eliminating to the ethical problem of withholding the treatment from a control group, retrospective pre-post evaluation also reduces response shift bias. This is the bias that may occur when respondents' views, values, or expectations change, between a traditional pre and post-test. It also helps to eliminate the problem that occurs when learners cannot accurately rate what they do not know. Context With shortages of healthcare faculty in the State, an educational arm of a large hospital system, wanted to ensure a pipeline of qualified instructors are prepared to enter the classroom to train the students needed by the State's hospitals. Educated as clinicians, these practitioners often find themselves thrust into teaching roles without the benefit of formal training in teaching, learning, and evaluation. To meet this need a grant-funded institute was established to educate nursing and allied health instructors in their first year of teaching about educational principles. The interventions under study were four difference online courses offered by the institute. The four courses were each developed to be offered over four weeks, be online and hosted in Moodle, and offered twice over a two-year period. In all eight course sessions were offered and evaluated. Courses employed online text, narrated PowerPoint presentations, readings, discussion, and activities. Five different instructors were involved in the design and delivery of the courses and courses were design with the assistance of a dedicated instructional designer. The Evaluation Process The entire program evaluation employed in this project was guided by a utilization-focused approach (Patton, 2008) which embraces the premise that evaluations should be judged by their utility and actual use. Also guiding the evaluation process was a commitment to stakeholder-focused evaluation (Dunnet & Reyes, 2006) where stakeholder interests and values were reflected in the type, level, and rigor of evaluation methods selected. While retrospective pre-post

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methodology was employed for measuring learning, the evaluation process also included measures of demographic data, topic relevance, effectiveness of instructional methods, instructor effectiveness, and administrative processes. In addition, the overall goal of the grant, to retain qualified healthcare instructors, was measured. The evaluation was administered online and with the requirement of evaluation submission in order to receive a certificate of course completion. Thus, evaluations were received by all learners who completed each course. This presentation will focus on the evaluation process, methodologies employed, the data analysis and results, and how the results are being implemented. Attendees will have the opportunity to view the evaluations and the results amassed over the two-year project lifespan. Special attention will be given to the issues associated with using retrospective pre-post evaluations for online courses, developing appropriate evaluation questions and scales for professional development offerings, and the issues encountered in the program evaluation process. The hope is that attendees can replicate the process for similar online offerings as the calls for more measurable results continue to increase. The presentation will conclude with a discussion of the results noting how the data produced recommendations for changes. References Gosk, C. (2011). Butts in seats and smile sheets - The learning measurement challenge, Global Knowledge. Available at <http://globalknowledgeblog.com/professional-development/butts-in-seats-a...> Griffin, R. P. (2010). Means and ends: effective training evaluation, *Industrial and Commercial Training*, 42(4), 220 - 225. Oblinger, D. G. & Hawkins, B. L. (2006). The myth about the digital divide: Have we overcome the digital divide?, *EDUCAUSE Review*, 41(6), 12-13. Patton, M.Q. (2008). *Utilization-focused evaluation*, 4th Edition, Sage Publications.

Student Information-Seeking and Digital Resource Use: Toward an Understanding of the Free-Range Learner

Chuck Dziuban (University of Central Florida, US)

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Flora McMartin (Broad Based Knowledge, US)

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Abstract:

We present the results of a multi-year multi-institution study on undergraduate students habits in seeking and using digital learning resources.

Extended Abstract

In this session we present the results of a multi-year multi-institution National Science Foundation sponsored research study into how students seek, identify and use digital resources and what impact this use has on their learning. We describe the qualitative and quantitative methods we used to explore and measure student attitudes toward and habits of finding and using digital learning resources. We then present the results of our analysis focusing especially on: • Different patterns of usage demonstrated by current students compared to recent graduates the value placed in curated collections of resources by students seeking to use those resources for their own learning. • Patterns of student information seeking within the context of coursework contrasted with patterns of information seeking outside of class. • Student concerns about the costs of higher education and higher educational materials and how this affects their information seeking behavior and digital resource usage. • Profiles

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of student information seeking and resource use and how these are influenced by characteristics such as institution type, age and discipline. In conclusion we present a model of student information seeking and digital resource usage that we refer to as the free-range learner. Borrowing heavily from the literature on informal learning, we describe and show what characteristics free-range learners possess, what strategies free-range learners use to find and evaluate digital resources and how institutions and faculty can best support this type of learning and why they should.

Enhancing the Online Journey: Effective Strategies for Student Engagement

Cathleen McGreal (Michigan State University, US)

Jessica Knott (Tech Smith, US)

Abstract:

This highly interactive session provides immediately applicable ideas for enriching your online learning environment in ways that empower students to own their course experience.

Extended Abstract

In the 19th century Victor Hugo noted that, "We make the road, others will make the journey." These words reflect our presentation, for as we approach a crossroads in online education, the road ahead must be altered to enhance the journey for our students. Sener (2012, p. 6) describes how technological changes in society have led to a reorganization in education which is more student centered, moving "from a model of imposed authority toward one in which authority is self-initiated, negotiated, and shared". This presentation highlights key ways to encourage students to take control, and become catalysts in their learning process. Strategies for student engagement in online and blended learning spaces are demonstrated. Presentation attendees can expect: (1) Sample assignments that facilitate metacognitive skills will be completed by participants during small group interactions. Detailed rubrics for the assignments will be provided. The activities have been designed for Psychology and Integrated Social Sciences courses, however, these are universal principles that transfer across disciplines. (2) Ways in which using multimedia (in this case, created using Camtasia Studio and hosted on Screencast.com) can enhance the learning environment will be demonstrated. (3) Use of PhotoVoice assignments that promote online discussions via participatory photography submitted by each student will be discussed. Photovoice is a process designed to enhance community by reflecting strengths and concerns through photographic techniques (Wang & Burris, 1997). By asking students to illustrate their knowledge of course concepts in this way, we promote conditions for critical thinking, meaningful dialogue between students and provide instructors with insight into students' interpretation of key course concepts. (4) Suggestions for scaffolding assignments, such as a Virtual Field Trip, will be provided. This metacognitive strategy helps students understand the process behind the assignment increasing student confidence and enthusiasm. Conrad and Donaldson (2004, p. 23) stressed that a goal of online course design is "to create activities that will engage and challenge learners while expanding their personal connections to their existing knowledge". By exploring activities of this nature, participants in this session will make connections to their own online and blended courses. Conrad, R.M. and Donaldson, J. A. (2004). Engaging the online learner: Activities and resources for creative instruction. San Francisco: Jossey-Bass. Sener, J. (2012). The seven futures of American education: Improving learning & teaching in a screen-captured world. North Charleston, SC: CreateSpace. Wang, C. and Burris, M.A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24, 369-387.

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Cleaning Out the Crickets: Enhancing Faculty Presence in Online Instruction

Alma Row (The Pennsylvania State University, US)

Michelle Kline (Pennsylvania State University, US)

Abstract:

Are there crickets chirping in your online courses? Go beyond marginal interaction with students and discover techniques and strategies for creating a rich faculty presence.

Extended Abstract

Research shows that one of the key components of effective online learning is a positive social presence (Caspi, A, & Blau, I., 2008). In addition to interactive course design, developing faculty presence is one of the main components contributing to positive online learning experiences where distance evaporates. According to Lehman and Conceição (2010), faculty presence doesn't just happen. Rather one needs to plan online instruction and develop personalization and connection with students, whether they are in the next room or across the world. This session will share the redesign of an online introductory accounting course that is part of the Penn State World Campus business degree program. The course initially had multiple contributing authors with one author taking the lead to blend the faculty voice within the course. In addition to the faculty personality unfolding through the text of the lessons, the lead author created numerous multimedia content materials that furthered her presence within the course. In addition to asynchronous interaction through various tools such as discussion boards, the faculty maintained a synchronous, "just-in-time" presence with students to meet their emergent needs. In this session, we will examine the challenges and joys of creating this course as well as share strategies for promoting faculty presence during both the design phase as well as delivery of online instruction. We will share student feedback and data that shows both a positive academic impact as well as student feedback in support of a strong faculty presence. By the end of this session participants will:

- Understand the positive impact of a pervasive author presence
- Gain strategies for enhancing student engagement
- Know how to use dynamic presentation methods

Sources: Caspi, A, & Blau, I (2008). Social presence in online learning groups: Testing three conceptions and their relations to perceived learning. *Social Psychological Education*, 11(3), 323-346. Lehman, R. and Conceição, S. (2010). *Creating a sense of presence in online teaching: How to "be there" for distance learners*. San Francisco: John Wiley & Sons, Inc.

Writing Effective Content for Online Instruction

Laura McGrath (Kennesaw State University, US)

Abstract:

Optimize the effectiveness of your written instructional content to communicate more efficiently and facilitate online learners' comprehension.

Extended Abstract

From assignment instructions and syllabi to presentation slides, multimedia scripts, learning module content, feedback on student work, and more, the successful online educator must also be a skilled writer and information designer. In this information session, participants will learn strategies culled from technical communication, communication theory, Web and multimedia writing, educational research, and information design to enhance the effectiveness of their written communications and instructional materials. Topics will include designing effective course documents (e.g., assignment instructions, syllabi, learning module content), communicating effectively with students (e.g., responding to student work and questions), and writing for multimedia (e.g., multimedia presentations, interactive lessons,

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audio or video scripts). Clear and effectively designed written content improves the outcomes of communication and reduces confusion. And when educators know how to write effectively for the modes of presentation—text, audio, multimedia—typically employed in online courses, they can create content that better supports student satisfaction and course learning objectives. As Betts (2009) has suggested, effective communication "plays a valuable, if not pivotal, role in student engagement, connectivity, and retention." Effective communication can also help faculty use their time more efficiently (Ley, 2009). Session attendees will learn strategies for

- designing course documents that are engaging, visually appealing, and easy to read and navigate.
- applying techniques and good practices for "writing to be read," "writing to be heard," "writing to be seen," and writing for the computer screen (Garrand, 2006, p. 23).
- enhancing immediacy and perceived instructor presence. (Picciano, 2002; Richardson & Swan, 2003; Schutt, Allen, & Laumakis, 2009; Sheridan & Kelly, 2011)
- identifying and correcting accessibility issues in written documents.
- writing clear, specific, and actionable feedback on student work. Student feedback is essential to assessing the effectiveness of instructor communication. Therefore, the presenter will conclude by describing strategies for soliciting feedback and encouraging students to reflect on what they have learned and what they need more help understanding. As the U.S. Department of Education's 2010 Evaluation of Evidence-Based Practices in Online Learning report stated, "the clearest recommendation for practice . . . is to incorporate mechanisms that promote student reflection on their level of understanding" (p. 48). Strategies that promote reflection while providing the instructor with feedback about clarity include using VoiceThread as a space for students to share what was most helpful and what was confusing or unclear about the lesson or asking students to write reflectively in individual learning journals shared with the instructor through the learning management system.

Fostering Engagement, Integration, Alignment, and Application in an Online Course Redesign Endeavor

Camille Karlson (St. Joseph's College, New York, US)

Abstract:

Out with the old and in with the emerging new.

Extended Abstract

Four opportunities for re-conceptualization were identified in an organizational behavior online course redesign effort: 1. Engagement The first opportunity was to foster student engagement and a sense of social responsibility within the course. This was accomplished through student reflection on their role in the Community of Inquiry model as well as the development of participation rubrics. 2. Integration Next was the integration of concepts across the curriculum--how could skills learn in this introductory course help students in their capstone experience--accomplished through a weekly written annotated bibliography requirement of peer-reviewed journals. 3. Alignment An additional opportunity was to provide purposeful alignment through the emerging use of the Quality Matters rubric to help students answer the question "why am I engaged in this activity"? 4. Application And the use of opencourseware to create a video case study final examination to facilitate application of semestral concepts presented the opportunity for student reflection and the appropriate use of technology to measure student outcomes. This session will benefit online/hybrid faculty who are thinking about making changes to their present offerings in a continuous quality improvement framework. Interactive questions and answers will be used and the session will celebrate organizational management students' interactions in a redesigned online course. A PowerPoint presentation will be used.

Community College Online Class Size Optimization: Current Research and Findings

Lisa Macon (Valencia College, US)

Joshua Murdock (Valencia College, US)

Abstract:

With the increasing demands for online classes as well as cost-cutting measures, many institutions look at raising online course caps. How might this impact learning?

Extended Abstract

In our community college, there is an increasing demand not only for online courses, but for online programs. At the same time that we are struggling with quality assurance of our online educational experiences, we battle with state funding limitations. Put these two factors together and the natural questions emerge: Could focusing efforts on offering larger online classes solve our problems? How might larger online classes impact learning? We will present preliminary findings based on existing research, interviews with staff at peer colleges, surveys of division deans, and both formal and informal discussions with online faculty and staff. Data will be drawn from multiple resources including the Instructional Technology Council, blogs about online course sizes, current literature, and social networking sites. Session Goals: After the session, each participant will be able to 1. Identify important factors that should be considered when choosing caps for online courses. 2. Locate and utilize resources to further the study of online class size optimization.

The Write Plan for Online Faculty and Students

Li-Lee Tunceren (St. Petersburg College, US)

Martha Campbell (St. Petersburg College, US)

Abstract:

Discover how faculty and student training breeds success in community college online and blended English as a Second Language, Developmental Writing, and Composition courses.

Extended Abstract

Participants at this session will discover practical elements of course design that includes both faculty and student training on a full range of individualized online writing labs, synchronous and asynchronous tutoring services, and plagiarism detection software used as a formative assessment (rather than a "gotcha") tool. The premise and process is that faculty must first go through the course as students to understand the intricacies of online learning in general and the particularities of writing instruction in the online environment. From preparatory courses through Composition I and II, writing from texts is viewed as an evolving process that requires multiple drafts and feedback from a variety of digital and human sources. To minimize frustration and maximize learning and retention, these community college courses provide pointed instruction on negotiating and incorporating feedback and self-reflection into subsequent drafts. The demonstration aims to be highly practical, with specific details about helping diverse populations manage technology and improve information literacy, engage in academic reading and writing tasks, and create a community that supports collaborative and individual learning efforts. Participants will be asked to write a short summary and/or paraphrase of a reading passage to begin;

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they will then compare their writing in small groups and discuss guided questions about teaching and assessing such composition skills in the online environment. It has been found that online instruction of paraphrasing and summarizing may be limited in comparison to on-ground, traditional classes where face-to-face conversation can greatly enhance text comprehension before writing. However, the presenters will largely refute this myth by showing success rates in the Communications department and by demonstrating several online tools within and outside the LMS that can enhance academic writing online - both process and product. The interaction with participants at this session is to enable them to discuss and avoid further pitfalls of some of the most common trial and error components of online writing courses. For example, what are the possible changes in completion results and quality of writing if assignments are made due in the morning versus at night? What are the advantages and disadvantages of randomizing online test or quiz items, of choosing writing topics vs. allowing students to select their own, of providing research material vs. sending them on a search? What are some steps to take to avoid online discussions that fall flat? Where can students access synchronous and asynchronous learning tools that do not require downloading and installation? How can instructors continually improve their online writing courses from semester to semester, and as important, ensure that their colleagues are doing the same? Generating responses to these types of questions ensures discussion of teaching experiences, online learning theory, and best practices; this approach stimulates audience participation and does not rely on a one-dimensional flow of information from the presenters. In short, attendees will leave with tips to improve their online writing courses, colleagues with discussions may continue, and perhaps answers to some questions they had not even contemplated before the session.

SMS and Social Media in Online Courses. - an Experiment in Improving Teacher-Student Interaction with Canvas

Kevin Reeve (Utah State University, US)

Abstract:

This presentation will showcase a simple experiment with SMS, social media, and the LMS that demonstrated improvement in the teacher-student interaction and responsiveness.

Extended Abstract

A switch to a new LMS (Instructure Canvas) provided this instructor with the opportunity to try a simple experiment to improve the timeliness and responsiveness of both student and instructor in an online course. During the first semester, the instructor could see that students who had signed up to receive SMS alerts when the instructor posted comments on assignments, were responding in a matter of minutes compared to hours or days during previous semesters. Not only could faculty and students sign up for alerts, they could also connect their facebook, twitter, and other accounts to the LMS. In essence they could choose the way they received messages (communication preferences) from each other. While the instructor might send a message to a student through the LMS, the student could choose to receive this message as an alert in their facebook account, an email to their favorite email address, or even as a text message on their phone. They could even reply using that external tool. This led to a simple idea and experiment for the second semester. • Students were shown how they could connect their Facebook, Twitter, Email, and SMS accounts to Instructure Canvas. • Students were shown how to sign up for alerts and encourage to at least sign up for alerts for assignment grades, messages, and announcements. • The instructor signed up for alerts and changed preferences and frequency throughout the semester to see the affect it had. • The announcement tool was used as the primary way to get global messages to students. • The instructor made comments on assignments, and gave students the opportunity to fix problems for those who turned them in early. • Students completed a survey at

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the end of the semester. • The Instructor would ask face-2-face students if they received the announcements. Results • 93% of students did set-up their communication preferences and alerts. • 65% agreed that it worked great and helped them stay caught up in class. One student thought that they were annoying. • Students who received communication regarding assignments responded in a matter of minutes or within a few hours. • When the instructor turned off alerts, delays resulted in responding to students questions, resulting in those students sending emails directly to the instructor outside of the LMS. • An announcement made just a few hours before class, was seen by all but one student in the face-2-face class. • Instructor noticed quicker turn-around time with communications regarding students. Improvements • Students did have comments on ideas for improving the messaging. Some involve simple training, others would require changes to the LMS. • Biggest complaints was that grades for assignments were not sent in an email, or that the SMS messages were too short and did not contain everything requiring the student to log in. • Biggest challenge for instructor was dealing with all the messages, especially those from students who make comments when they turn in an assignment. • Students would like more information on using communication preferences and alerts. Not sure what all the options mean. While the experiment was not scientific, and no correlation to improvement in grades were tracked, the instructor found that the timeliness of responses by both instructor and student significantly improved. Students were getting feedback in a more timely matter, and the instructor received instant alerts if there were questions or problems with the coursework, videos, or homework. Not only did it help the students stay connected with the course, it improved this instructors ability to stay up on what was happening in the course, and students. It has changed the teacher to student interaction for this course in a positive way. Conclusion Allowing students and instructors the ability to use SMS, Email, and Social Media to originate and receive communications and alerts about their courses, allows them to stay engaged, respond in a more timely fashion, and resolves issues quicker. For this particular web design course, quicker resolution to student technical problems, and homework questions were improved. One big take away from this by the instructor is that students want to stay connected to their courses and receive timely information. Giving them the opportunity to check up on their courses and communicate using their cell phones, and social media is a welcomed and desired change. Imagine how online discussions will change now that instructors and students can respond via SMS, from facebook, twitter, and instant on mobile devices. Note on Presentation: My presentation style is to do a concise presentation, getting quickly to the experiment and results, to allow adequate time for discussion and Q&A. It is anticipated that there will be a few questions regarding a demonstration of the messaging and alert system in Canvas which will be demonstrated if requested.

An Approach to Discussion Questions in Undergraduate Online Classes That Facilitates Critical Thinking

Elaine Elder (South University, US)

Abstract:

An alternative approach to Discussion Question assignments that is more engaging and leads to student development of critical thinking skills is presented.

Extended Abstract

An Approach to Discussion Questions in Undergraduate Online Classes that Facilitates Critical Thinking
John J. Oprandy, Ph.D., Lila Stageberg, M.D., and Elaine M. Elder, Sc.D. South University, College of Nursing and Public Health, Health Sciences Program Online. Savannah, GA Our goal is to present an alternative approach to Discussion Question assignments that will aid students in critical thinking. This paper will discuss the merits of this approach, how to execute it and include audience dialog. At present, the standard practice in online discussion question assignments (DQ's) at our institution is to have the

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instructor respond to every student's main post and then have students engage each other in dialog throughout the week. This is the place where most interaction and development of deeper learning should take place. However, we found that the current approach often resulted in short, trite responses that only the individual student reads. Further, many instructor responses focus solely on the one student and are limited to what that student included, or not, in their main post. Our new approach would aid an instructor in engaging and leading students to think more deeply about the question and more critically on the topic. While we geared this to our science classes, the approach is applicable to courses in other disciplines. We initiated a pilot of this new approach with senior instructors creating posts meant for the entire class to read, rather than an individual student. These posts summarized the relevant information presented by each student, outlined what remained to be discovered, and used the Socratic Method to encourage students to investigate the topic further. This led to a deductive logic approach, building critical thinking skills and taking students through a deeper discussion on the topic, with the entire class led by the instructor. The results of our pilot indicated that students were more engaged and enthusiastic, researched the topic more fully, processed information and produced more substantive responses and questions for the instructor and peers. On the basis of pilot results, we plan to extend the use of this approach in other courses and with additional instructors.

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Creating Academic Records Online? How FERPA Applies to You

Don Kassner (ProctorU, US)

Luke Brymer (ProctorU, US)

Abstract:

This session explores the implications of passing student information through cloud servers in regard to staying in compliance with federal regulations such as FERPA.

Extended Abstract:

As the popularity of cloud computing grows throughout the industry, administrators must be aware of the implications federal law has on the storage of educational records in accordance to the Family Educational Rights and Privacy Act (FERPA). This law was designed to protect students and covers many things collected by institutions. Data that can be deemed an educational record, such as video of a proctored exam, are highly protected. With distance education being conducted over the Internet, educational administrators must highly aware of the sensitive information that is passing along networks and what information is passed to a cloud network.

Ready for Etexts? How One University is Thriving

Ginny Harbold (Courselead, US)

Abstract:

A case study of how one higher education institution transitioned to a unique etext aggregation and reader platform and simultaneously lowered educational costs and enhanced the learning experience for students and faculty.

Improve the Integrity of Your Academic Programs with Identity Authentication

Natalie Morton (Authentify, Inc., US)

Abstract:

Sally isn't ready for her online test. Will your courseware know Ed did her a favor? The 2008 Higher Education Opportunity Act requires distance education institutions to have formal processes to validate student identity. Natalie will discuss the HEOA and how to ensure online students are the same students throughout entire online courses.

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Extended Abstract:

Sally isn't ready for her online test. Will your courseware know Ed did her a favor? The 2008 Higher Education Opportunity Act (HEOA) requires distance education institutions to have formal processes to validate student identity but do not give suggestions on how to authenticate students. Natalie will discuss the HEOA and how to make certain the online student is the same student throughout the entire online course.

Online Tutoring: A New Retention and Remediation Solution for Colleges

Sandi White (Tutor.com, US)

Cherie Mazer (Education Consultant, US)

Abstract:

Cherie Mazer, Ed.M., Harvard University Graduate School of Education, will join us to discuss her recent report which investigates the extent of the remediation and retention crisis in our higher education system and the role online tutoring can serve in addressing the issue.

Marketing and Recruitment for Highly Scaled Online Programs

Cam Cruickshank (Enrollment Builders, US)

Abstract:

Many institutions are experiencing tremendous growth in their online programs or would like to be able to do so. However, building a highly scaled online operation requires specialized skills in marketing, recruitment, and enrollment operations. This presentation will identify the key functions that need to be built for scale and some strategies to achieve operational efficiency.

Making Tutoring Social: How IUPUI is Using Facebook to Supplement its On-campus University Tutoring Program

Landon Brothers (Indiana University-Purdue University Indianapolis (IUPUI), US)

Ethan Fieldman (Tutor Matching Service, US)

Abstract:

Learn about how the Bepko Learning Center at Indiana University-Purdue University Indianapolis is using an online marketplace built within Facebook to increase students' access to private tutoring and drive insights to inform its own on-campus tutoring programs.

Extended Abstract:

Even for universities with a robust on-campus tutoring program, there is still some amount of tutoring that happens after-hours and off-campus. Additionally, most universities can typically offer tutoring for a small percentage of subjects - as a result, students with specialized majors and those taking upper-division courses often have few tutoring options available to them, or must resort to unsafe channels such as Craigslist.

We've developed a first-of-its-kind online marketplace within Facebook to connect your students with qualified private tutors, helping you bring the tutoring happening off campus out from the shadows and under the umbrella of your university.

Vendor Showcase Presentations

McGraw-Hill Institutional Solutions Improve Student Outcomes in the Digital Age

Anna Connaughton (McGraw-Hill Tegrity, US)

Abstract:

Adaptive Learning Solutions, Campus-wide Lecture Capture and Institutional eBook Purchase Programs are a few examples of new digital offerings from McGraw-Hill Higher Education. Come learn how these innovative solutions are improving student performance, boosting graduation rates and making the purchase of course materials more affordable at leading institutions nationwide.

Prior Learning Assessment: Blending the Past with the Present

Susan Huggins (KNEXT, US)

Abstract:

KNEXT provides education software and solutions focused on helping higher education institutions build or enhance prior learning assessment offerings and online portfolio management. By enabling individuals to translate their prior learning into college credit and track their progress through online portfolios, KNEXT helps institutions recruit engaged adult learners and increase both persistence and graduation rates.

Extended Abstract:

The [Learning Recognition Program](#) serves as the basis for the student to collect and organize their learning and understand how it aligns with college credit. In the self-paced, online program, students document their prior experiences, and extrapolate the learning from these experiences in an online portfolio. The KNEXT Learning Recognition Program

- **Enables** institutions to quickly and efficiently implement a portfolio assessment program
- **Utilizes** online technology to manage the development and evaluation of experiential learning portfolios.
- **Meets** the strategic plan to expand programs and increase the number of quality students.
- **Serves** as an initiative to potentially generate revenue for the institution.

Lab Solutions for Online Science Courses

Rachel Algya (eScience Labs, Inc., US)

Abstract:

Is your institution exploring how to offer an online lab science course? Come explore eScience Labs safe, cost-effective, full-curriculum lab kits. Participants will have the opportunity to engage in discussion and learn how programs all across the country are using lab kits effectively. Presentation will include time for question and answer as well as exploration of various resources available to institutions developing online lab courses.

Extended Abstract:

eScience Labs LLC. Provides complete and comprehensive hands-on science kits to support online and traditional courses in need of a laboratory solution. Our products and services include lab kits, full color lab manuals, Learning Management System integration, and professional development for science teachers. eScience labs also offers a wide array of custom products specified to the needs of our clients.

Each kit includes all materials, safety equipment, lab manual with pre and post lab exercises, and online learning tools. Whether you are experiencing online growth, shortage of lab space in traditional settings, or feeling the pains of budget cuts, we are the answer! eScience Labs Inc. offers solutions for Biology, Physics, Anatomy & Physiology, Chemistry, Environmental Science, Microbiology, and Allied Health.

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Expanding Online Geoscience Course Offerings through AMS Weather, Ocean, and Climate Studies

Maureen Moses (American Meteorological Society Education Program, US)

Abstract:

Do you have an online earth science course that uses real-world, current, environmental data? We do! Come learn about AMS Weather, Ocean, and Climate Studies!

Extended Abstract:

The American Meteorological Society (AMS) has been a pioneer in the development of online educational materials since 1996. The AMS regularly works with faculty to enhance their online course offerings using the most current technological resources, as well as introduce new educational resources to the e-classroom, including labs and case studies. With support from NSF, NASA, and NOAA, AMS Weather Studies, AMS Ocean Studies, and AMS Climate Studies, are high-caliber, scientifically-authentic, introductory, undergraduate level Earth Science courses that investigate current topics in Earth science through the use of real-world environmental data.

Designed to be adaptable to traditional, hybrid, or online instructional settings, these courses have already been adopted by more than 650 colleges and universities across the United States, with an increasing number offering the courses completely online or in a hybrid learning environment. The courses are licensed (for the small fee of \$149 for a full year, unlimited students, and unlimited sections) by a diverse set of academic institutions and training programs, including the U.S. Navy.

AMS Weather Studies, AMS Ocean Studies, and AMS Climate Studies may be implemented as a new institutional course offering, a revision of an existing course, the expansion of an existing course to include a lab component, or may be used to create an online course, particularly as an online lab science course. These courses are unique in that they can be offered in completely online, blended, and face-to-face lecture or lecture/laboratory learning environments by experienced science faculty or those new to teaching the subject matter. Mentoring by AMS-trained course instructors is available to all new instructors.

AMS Weather Studies, AMS Ocean Studies, and AMS Climate Studies aim to interest all students in the geosciences and increase scientific literacy through the use of real-world data. For more information, please visit <http://www.ametsoc.org/amsedu>.

Cengage Learning's MindTap Online Learning Platform

Troy Anderson (Cengage Learning, US)

Abstract:

Cengage Learning's MindTap represents a new paradigm in online learning – fusing together authoritative textbook pedagogy with customizable Learning Paths, innovative access to a variety of instructional utilities through a unique app model known as MindApps, and access through MindLinks, a service that allows for seamless LMS interoperability, MindTap engages students with a powerful and innovative PERSONAL LEARNING EXPERIENCE.

Extended Abstract:

MindTap is a personalized digital solution that engages students with interactivity and custom content while supporting differentiated learning styles by offering instructors and students a choice in content,

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devices and learning tools. Whether a user is interested in making their own notes and flashcards or they want to view a lecture and connect using social media, MindApps are an innovative way to do more than ever before with your text. MindTap is empowering students by providing anytime, anywhere access to all course materials, and now access is even available directly from an LMS through an innovative service known as MindLinks. Learn more by clicking [HERE!](#)

How to Be a Social Butterfly: Leveraging Social Media for Your Institution

Michael Schulte (PlattForm Higher Education, US)

Abstract:

The goal of this presentation is to help education marketers understand the new model of advertising that's shifting the power into the hands of the student. The path to enrollment has changed and now often ends with social media. How can you adapt and leverage social media for your institution?

Extended Abstract:

In this presentation, attendees will learn:

- Necessary steps to building an effective social media campaign
- How to manage and measure campaign success on an ongoing basis
- What social monitoring looks like and why is it important

Secret Shopper Study: Best Practices for Inquiry Response

Greg Swinhart (i3results, US)

Abstract:

Forrester Research reports that organizations following inquiry response and lead management best practices have higher closing rates than competitors

i3results shares their secret shopper study results measuring the responsiveness and enrollment practices of several non – profit, regionally accredited universities offering and advertising online graduate programs.

Extended Abstract:

Learn more about the following:

- What are the elements of a well performing, integrated conversion strategy?
- Are you getting the return on your marketing investment?
- What are the Key Performance indicators to measure effectiveness?
- How quickly and how often should a university message a prospect after the initial inquiry in order to educate and differentiate the institution?

Modern Collaboration Technology for Reaching Today's Student

Marlen Rattiner (Blackboard, Inc., US)

Abstract:

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Education's primary consumer, the student, is driving the need for new technologies, allowing anytime anywhere access to courses, campus resources, and community information whether it's synchronous, asynchronous or mobile collaboration. Education is timeless, but the way it's consumed is different than it was a decade ago.

Successful Outsourcing of Your Online Learning Support: Learn How Adventist University of Health Sciences Leverages Outsourced Support

Nancy Kucera (Adventist University of Health Sciences, US)

Dave Carlen (EmbanetCompass, US)

Abstract:

Although service levels are important, too often forgotten is the quality of the interaction encountered by online instructors and learners as agents work to resolve their technical issues. Hear directly from Adventist University of Health Sciences and learn how they leverage outsourced support to make their programs more successful.

Extended Abstract:

Today's busy online instructors and learners need access to support services they can depend on to get the answers they need at a moment's notice. Successful help desk support services are tightly integrated with proven technology partners while also emphasizing the high-touch people skills critical to a positive online experience. More and more successful online institutions are learning how to drive completion, retention, and overall satisfaction rates through a high-tech, high-touch approach. EmbanetCompass's partners and clients have 24/7/365 access to a dedicated help desk support team that takes pride in its quality-driven services to enhance the online learning experience. While service level metrics such as response times, first call resolution, call abandonment and average speed to answer are important standard indicators, too often forgotten is the quality of the interaction encountered by online instructors and learners as agents work to resolve their technical issues. Hear directly from Adventist University of Health Sciences and learn how they leverage outsourced support to make their programs more successful.

What Would the Best Online Learning Experience Be Like?

John Boersma (Adapt Courseware, US)

Abstract:

College and university instructors and administrators are striving to improve learning outcomes, but most online courses today are still static text and images that do not leverage the digital literacy and expectations of today's students.

Extended Abstract:

Adapt Courseware was founded on the belief that combining proven learning science with advanced multimedia design can drive better learning outcomes, improve retention rates, and increase student satisfaction. Students, instructors, and administrators recognize the result as setting a new standard in online learning. Come and see the best in adaptive, personalized learning firsthand.

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Using a Partner to Make the Leap into Online Degree Programs

Wayne Brown (Educators Serving Educators, US)

Abstract:

An in-depth discussion into the strategies of choosing a successful online partner for entry or expansion in the online degree market.

[Capture and Instructional Technology: How Does it All Fit Together?](#)

Matthew McCurdy (Sonic Foundry, US)

Abstract:

There are many moving parts when it comes to educational technologies and making them work together. This presentation will cover two of the most important aspects of technology within the learning environment: LMS and lecture capture. We'll explore how they can be enhanced, how to work with instructional design and what's essential when deploying these systems.

Extended Abstract:

Many institutions are considering partnering with outside companies to move into the online program marketplace as the way to get their online programs up and running quickly without a major capital investment. This may or may not be an ideal solution for your institution. This session will take you in depth into the strategies and the "what-you-need-to-know" to successfully partner for entry or extension into the online degree market and to prepare your institution for this jump.

Epistemic Games: Authentic Learning for Today's World

Michael Watkins (Toolwire, US)

Abstract:

If Higher Education's goal is to prepare students for life outside of school, programs must realize that the world now values graduates with both knowledge and creative thinking skills. Epistemic games with advanced instructional design and assessment capabilities are now providing students with authentic, engaging experiences in real life situations.

Extended Abstract:

Advancements in technology are changing the way people communicate with one another and how they learn. How much information do students retain when they're watching PowerPoint slides? Is it possible to push learners beyond familiarizing themselves with course content just so they can pass the quiz? Are there ways to provide students with safe environments to engage with others, make mistakes, and learn from those mistakes? An increasing number of educational experts are embracing gaming as the answer to these questions. As this session will address, gaming can be a powerful way to help programs improve student engagement and retention.

Teaching Writing: Embedding Best Practices in Online Courses

Andrew McCann (Waypoint Outcomes, US)

Abstract:

Developing advanced writing and critical thinking skills is a primary outcome of a college education. But writing can't just happen in first-year writing courses. How can faculty collaborate to share strategies, save time, and get more writing into the curriculum? Join us for this quick overview of the FREE Waypoint2 Building Block for Blackboard Learn and find out how faculty can efficiently unite rubric-based feedback and document markup in one web-based application. We'll discuss several mini-case studies will show how to make the work students complete more relevant to student lives and goals, to faculty interests, and to institutions need for learning outcomes data.

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Science Labs for Online Courses – It is Possible!

Joyce Springer (Hands-On Labs, US)

Kevin Melendy (Hands-On Labs, US)

Abstract:

Despite the popularity of online courses, science courses seem to be the last ones to go online, because of the necessity of labs. This session will share best practices of offering science labs for these online courses.

Extended Abstract:

Looking for answers regarding academic integrity, pricing and variety of science lab offerings – look no further! By the time you leave this session, all your questions will have been answered!

Webtexts: The Next Generation of Core Curriculum

David Lindrum (Soomo Publishing, US)

Abstract:

Soomo is on a mission to create resources that cost less and work better than traditional texts. The result is the webtext - an online, interactive, affordable textbook replacement with unmatched analytics. Designed to function in traditional, hybrid, and online courses, Soomo offers a catalog of core curriculum titles chock-full of peer-reviewed and expert authored content built inside our top-of-the-line learning environment.

Enhancing Online Courses with Streaming Academic Video

Wanda Harden (INTELECOM, US)

Abstract:

Enhance teaching and learning with curriculum-aligned academic video ... streamed on demand. The INTELECOM Online Resources Network® will provide your campus with a fully-hosted and searchable video clip database designed to meet the growing demand for rich media in support of online, hybrid and face-to-face instruction.

Extended Abstract:

The INTELECOM Online Resources Network® is a subscription video streaming database with more than 4,000 curriculum-based video clips in core academic disciplines. An intuitive interface organizes content by discipline and course, making it easy for faculty to find and stream educational videos in support of online, hybrid, and face-to-face classes.

Key features:

- Closed-captioned video
- Customized MARC records
- Apple-friendly video
- IP and proxy server authentication
- Usage statistics and report generator

The INTELECOM Online Resources Network® offers a reliable solution for adding rich media in support of instruction ... improving persistence rates and student learning outcomes.

Cracking the Code on Digital Course Materials

Pam Rose (CourseSmart, US)

Darrin Scott (CourseSmart, US)

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Abstract:

A whopping 74% of students believe it would be impossible to study if their school prohibited the use of technology (laptops, mobile devices, e-reader, etc.), and 40% say they couldn't last more than 10 minutes without using digital technology (Wakefield, 2012).

However, only 2% of students selected an e-book as the primary way to access content (BISG "Faculty Attitudes, 2012). BISG found that instructors were not assigning digital formats unless they had thoroughly implemented an integrated learning system or were participating in a textbook affordability pilot.

CourseSmart will share effective practices for developing your digital strategy, and offer insight into various influences driving the adoption of digital course materials.

Delivering Effective Faculty Training: Ensuring Student Success

Rob Kadel (Pearson eCollege, US)

Abstract:

In this session, the presenter will introduce a mixed-method approach to delivering training and professional development, both for instructors new to distance education as well as for those who already have experience, but who would like to learn new tools or sharpen their skills.

Millennials: Engaged Through Innovation

Renee Carney (Lower Columbia College, US)

Abstract:

Millennials have taken our world by cyber-storm. Highly motivated and digitally native, this dynamically changing generation raises the bar. This session will align the characteristics of millennials with innovative educational technologies that will engage the next generation learner.

Extended Abstract:

Millennials, generally born between 1980 and 2000, have taken our world by cyber-storm. Known as digital natives, and more specifically known for their mobility, innovation, collaboration, flexibility, transparency, access to information, and especially their connectedness, this dynamically changing generation raises the bar. This session will align the characteristics of millennials with innovative educational technologies that will engage the next generation learner.

How Institutions Are Improving Student Success with Epsilon

Chris Collier (Epsilon, US)

Abstract:

The level of student engagement directly impacts student success and institutions are realizing, more than ever, how critical it is to provide their students the tools they need to effectively engage with faculty and administration.

During this session, you will learn how various institutions across the United States have utilized the Epsilon Environment to improve student engagement, both within and outside the classroom.

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Late Nite Labs Pro for Chemistry and Biology Courses

Harris Goodman (Late Nite Labs, US)

Abstract:

Teachers are going beyond the traditional science curriculum by using educational technology to engage students and enrich the learning experience. This session will explore how a teacher can institute practical methods of online, blended and mobile learning, using safe and inexpensive tools to enrich the learning environment.

Extended Abstract:

In this session we'll explore how to use Late Nite Labs Pro for chemistry and biology courses. We will review case studies as to how Universities and colleges are creating custom lab simulations that engage students and increase student outcomes. In addition, we will explain how educators are creating blended science courses, combining virtual labs and wet labs, that save their institutions money and increase enrollment by opening up additional wet lab space. We will also discuss how to keep students in tune outside of the classroom, with educational video games and mobile learning applications. Whether you are using a virtual crime scene to learn about DNA or measuring the vitamin C level in a cup of orange juice, your class can begin to take advantage of technology to make science a richer and more engaging subject.

Stop Training. Start Learning.

Paige O'Brien (lynda.com, US)

Abstract:

Why invest time, money, and effort into e-learning solutions for your organization when nobody ends up using them?

Join lynda.com in challenging the status quo of standardized training, introducing the "new normal" of individualized learning.

You'll see how lynda.com creates learning programs that resonate across age groups and backgrounds to inspire people to want to learn. Learn about the education evolution currently transforming academia and how it applies to the professional world.

Join us to:

Examine the reasons many e-learning implementations fail

Analyze how technology is changing the way we learn

Discover e-learning content that learners truly want

Protect Academic Integrity in Online Exam Environments without Sacrificing Student Convenience

Douglas Winneg (Software Secure, Inc., US)

Abstract:

Online test integrity and student authentication issues can halt the expansion of an institutions' online program and potentially threaten its accreditation status – learn how one institution is leveraging online exam proctoring technology to provide anytime – anywhere test-taking convenience while assuring exam integrity.

Extended Abstract:

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Online test integrity and student authentication issues can halt the expansion of an institutions' online program and potentially threaten its accreditation status. Institutions must take proactive measures to ensure the technologies and practices powering their distance learning programs are aligned to HEOA 2008 requirements and those established by the accreditors to assure a level playing field for students and to protect academic integrity. In case study format, this session will focus on how one institution implemented a secure testing environment in its online program and how technology solutions are a key part of its accreditation strategy.

Empowering Sustainable Learning: A Cognitive Strategy for Today's Learner

Carla A. Downing (The College Network, US)

Abstract:

Join The College Network® in the exploration of a cognitive strategy developed specifically with the adult learner in mind--no fluff, no buzzwords; we promise.

Extended Abstract:

Join The College Network® in the exploration of a cognitive strategy developed specifically with the adult learner in mind--no fluff, no buzzwords; we promise. Instead, we will walk step-by-step through a strategy that delivers every time and evolves along with the learner. Based on individualized goals, learning theory that has stood the test of time and models we all know and love, this strategy facilitates serious learning for serious learners.

Increase Student Success with Dynamic Multimedia Content From NBC Learn

Erik Zack (NBC Learn, US)

Abstract:

Today's students are visual learners who comprehend by seeing, hearing, and observing events themselves. Learn how to inspire, engage, and stimulate critical-thinking skills using high-quality and timely videos from NBC News that provide historical context and real-world perspective.

Digital Textbooks: DOA or the Best Thing Since Sliced Bread?

Andrew McCann (Bridgepoint Education, US)

Abstract:

They're clumsy! You can't sell them back! They'll revolutionize education! So, will students ever read them? Answer: yes. Tens of thousands of students are already reading, watching, and listening to digital texts published on our platform. Curious to check it out? Take a look under the hood during this engaging, candid, informal discussion.

Extended Abstract:

Digital textbooks are supposed to cost less, enable superior learning outcomes, save rain forests, and save education as we know it. But students have called them clumsy, resent that they can't resell them at the end of the term, and still print everything anyway (if their ebook allows it). Join us for a discussion of the reality behind a digital textbook initiative – which is about far more than just technology.

We'll take an in-depth look at the Thuze digital publishing platform with which you can create and publish digital texts filled with interactive multi-media content. With Thuze, students engage more deeply with the material via self-assessments, collaborative in-text discussions, and note-taking features, while instructors can learn about student behaviors and needs through rich analytics. A

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branded, personalized version of Thuze reaches students wherever they are with cloud-based syncing across the web, iPad® and Android™ tablets. From doctor's offices to the subway, from airplanes to offices, over 100,000 students have benefited from the flexibility and accessibility of Thuze. Come see what it's all about and join a discussion about the promise and challenges of digital publishing in higher education.

Building Sustainable Online Delivery Models

Brad Johnson (Greenwood & Hall, US)

Pam Notemyer Rogers (Greenwood & Hall, US)

Abstract:

Greenwood & Hall has been a leader in cutting edge integrated marketing, contact management and student life cycle solutions. Through consultation and assessment we work side by side with our schools partners to build sustainable online delivery models providing greater accountability and high levels of service. Join us to learn more about our partnership approach and exploration of the online environment.

The Future of Content and Online Learning – Are You E-textbook Ready?

Jon Poole (Vital Source Technologies, US)

Abstract:

There is a print to digital shift afoot in the traditional textbook market, and e-textbooks are gaining ground fast - educators and students are demanding enhanced learning experiences and publishers are exploring models to create and deliver content to stay relevant today and tomorrow. Are you e-textbook ready?

Extended Abstract:

Do you have the knowledge and tools to succeed in today's dynamic education space? Are e-textbooks on your radar? In this session, hear from Jon Poole, Director of Sales of Vital Source, the most used e-textbook platform in the industry today, who will share key lessons and insight about implementing e-textbook programs in an online environment. Jon will demonstrate the most advanced content and systems integrations in the market; including interactive EPUB3 content, single sign-on integrations, and e-textbook apps on mobile devices that create the dynamic experiences students and faculty demand today.

Online Proctoring – Evolving Options

Andy Caldwell (Kryterion, US) - Panel moderator

William Dorman (Kryterion, US)

David Foster (Kryterion, US)

Abstract:

Authentication and exam integrity continue to be concerns for higher education. Student loan scandals and cheating rings keep institutions looking for better solutions. Regulations are becoming specific on the need for effective processes to enforce integrity. Online proctoring and new authentication methods are now available and affordable. But which solutions make the most sense for for your institution? This panel discusses the benefits and concerns of organizations considering authentication, cheating and online proctored testing, as well an overview of exciting new solutions that have been launched in the last 12 months.

Extended Abstract:

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As higher education students learn online they expect to test online as well. Institutions need to meet student's expectations while maintaining academic integrity. Online proctoring has become a solution for some institutions. Still, many are either skeptical of online proctoring or concerned as to how online proctoring will mesh with their learning management systems.

Kryterion, a leading testing provider to both business and higher education, has experience with a range of institutions and their needs. The panel will discuss how online proctoring solutions differ, and how institutions can choose the correct solution for their needs. They will cover a range of detailed questions including the types of authentication and monitoring available, the use of Certified Online Proctors™, compatibility with various learning management systems, student adoption and more.

Panel Discussion

- Which solutions provide authentication vs. proctoring
- Benefits and concerns of organizations considering online testing, as well an overview of types of solutions.

Helping Students On & Off Campus with 24/7 Online Tutoring

David Cashwell (Smarthinking, US)

Abstract:

Learn about the motivation, implementation, and results of online tutoring by expert educators from Smarthinking. Hear from current users and learn about independent research showing the positive impact on student success and retention.

Extended Abstract:

Institutions struggle with student success and retention every day. How do you best support and encourage students on campus and online? Join us for a discussion of the motivations, decisions, implementation and results of Smarthinking Online Tutoring. Included will be independent research by colleges and universities showing the positive impact on student success and retention and hearing from current users of Smarthinking.

Don't Fear the Eval!

Brian Hopewell (ConnectEDU, US)

Abstract:

Review and discussion of best practices in online course evaluation.

Using technology to build high-quality courseware aligned to standards

Trina AngeloneTrimm (VSCHOOLZ, Inc., US)

Abstract:

VSCHOOLZ provides multiple eLearning solutions for K-20 educational institutions and organizations. The groundbreaking Blended Learning Management System provides innovative tools for colleges and schools to support a blended or virtual learning environment. An industry leader in the development of digital courseware, VSCHOOLZ works with your faculty to create high-quality courses.

ION: Your Strategic Partner in Faculty Development

Scott B. Johnson (University of Illinois Online - ION)

Abstract:

Illinois Online Network is a faculty development initiative that provides professional development opportunities in technology-enhanced teaching and learning. The Making the Virtual Classroom a Reality

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series (MVCR) is the home of the Master Online Teacher certificate and the Certified Online Learning Administrator programs. ION welcomes Individual and Institutional members.

Extended Abstract:

Since 1997, the Illinois Online Network has provided faculty development services for more than 10,000 educators. From on-campus and regional training events to fully online courses that build toward the Sloan-award winning Making the Virtual Classroom a Reality (MVCR) series, ION meets personal and institutional needs for timely, scalable, customizable, and cost-effective training. The Master Online Teacher certificate is a 6-course program (8-weeks each) that builds the competencies needed to be an excellent teacher. The Certified Online Learning Administrator (6 courses) prepares the institutional online learning director or support professional for success.

If Content is King, Shouldn't it be Rich?

Sue Polyson Evans (SoftChalk, LLC, US)

Abstract:

The majority of content being delivered in today's online courses may be digital, but it is often not "rich" and engaging. It lacks interactivity, media, and sound instructional design. Come learn how SoftChalk Cloud simplifies the process of creating digital learning

Extended Abstract:

In this presentation, I will discuss the creation process for digital learning content and how it can be simplified with the use of SoftChalk Cloud. SoftChalk Cloud allows educators to:

- Transform course materials into interactive and engaging content with minimal time, effort and resources.
- Create content from anywhere (home, office, or in between); share it on any browser, tablet or smartphone.
- Create content that seamlessly moves to any LMS.
- Organize and share learning content with colleagues, groups or the entire community.
- Track student score results inside or outside of an LMS gradebook.