

Contact North | Contact Nord

Ateliers itinérants sur l'apprentissage flexible

Partenaires de la Politique d'aménagement linguistique

Online Learning and Flexibility

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Coalition Ontarienne de Formation des Adultes (COFA)

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Portail d'apprentissage en ligne de l'Ontario
pour le personnel enseignant et de formation

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Welcome | A About Us | Contact Us | English



Pockets Innovation

New game rules

Trends and Directions

Training

Tips and Tools



The for-profit
education is looming
on the horizon ...

They change-profit educational companies the
"game plan" of learning and post-secondary
education?

To learn more

Welcome to the Teacher Portal and Training of
Ontario

Be aware of recent trends, best practices, emerging technologies and training

Ontario Start-Ups

With The Transforming
Potential of Online Learning



Twitter handle: #nextprof @murgatroydsteph

..just in case...

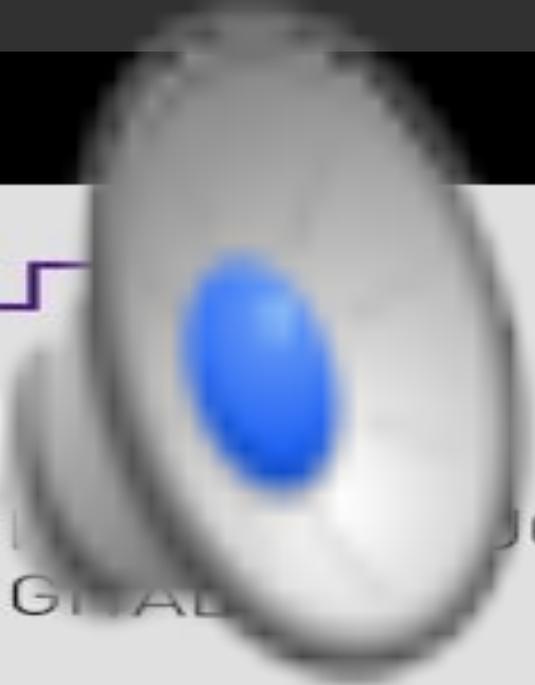


What are your expectations and needs?

Share who you are and what you need from our time together...

Context

E-Learning And Higher Education *(Student Voice)*



THE FUTURE OF HIGHER EDUCATION
IN A DIGITAL

5 Drivers for Change in Higher Education

- Changing demographics of the student body - *significant opportunities to explore new markets and new opportunities*
- Austerity and the new financing of higher education - *real opportunities for collaboration and partnerships*
- Emergence of new technology - *real opportunities to improve student engagement*
- Globalization of education - *real opportunities to adopt/adapt from developments elsewhere*
- Shifting nature of the economy of Canada - from goods to knowledge, from manufacturing to service - implications for curriculum and program design - *real opportunities to respond to emerging needs*

4 Statements About Student Expectations

- Increased access to programs and courses - *looking for flexibility.*
- Affordability of post-secondary education - *looking for a variety of ways to achieve learning outcomes at a lower cost.*
- Quality programs and courses - *looking to be engaged in their learning.*
- Learner mobility - *looking for opportunities to transfer credit, block credit recognition and transfer and the laddering of programs.*

Some Facts

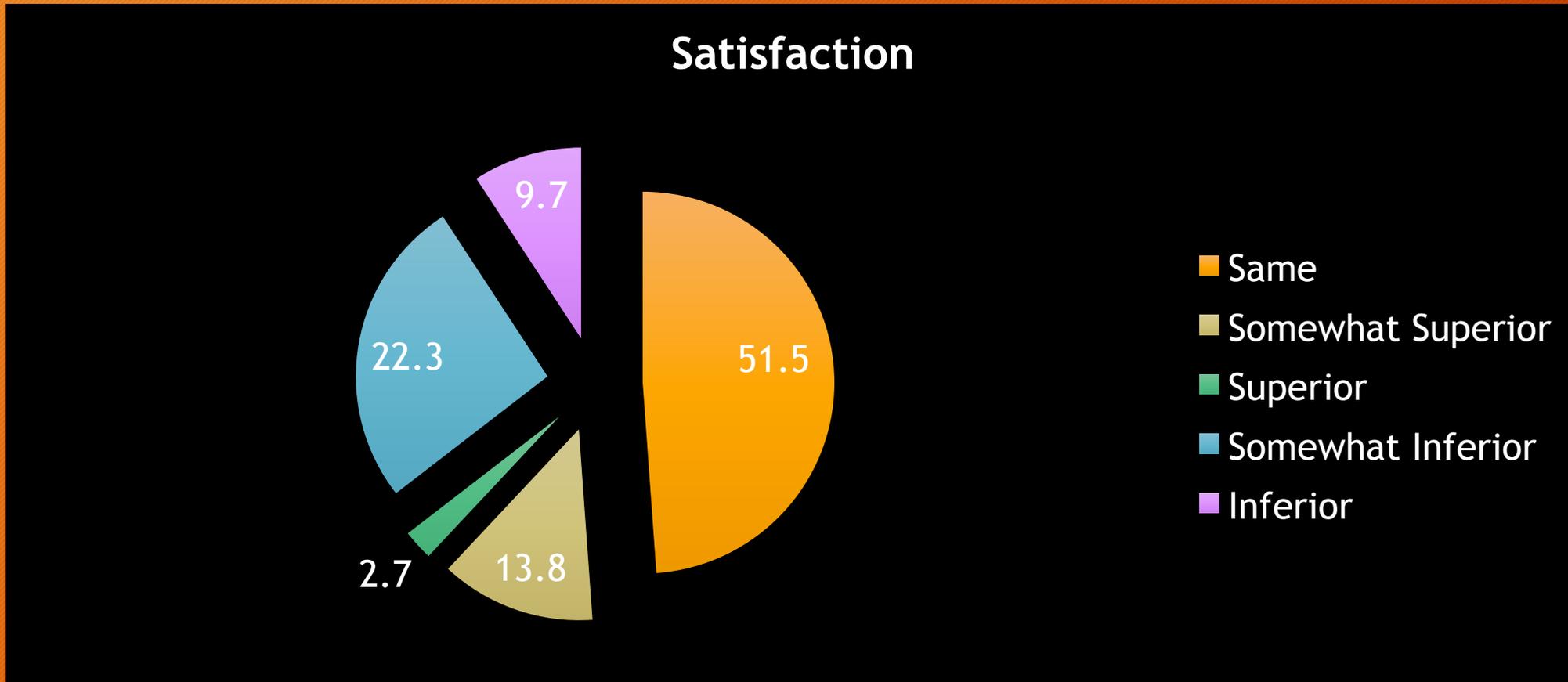
Demand and Supply

- Online learning is growing faster than face to face in North America
 - Average growth over the last five years (app.) 12% in demand for online versus 1.5% growth in demand for classroom based learning
- Ontario leads Canada in design and delivery of online learning with over 25,000 courses (823 in French), 1,273 fully online programs (88 in French) and over 500,000 registrations annually in online courses
- A student seeking an online business program in Sault Ste Marie has the choice of over 100 degree programs from 47 countries in 9 languages, many of which have no requirement for a high school diploma - it's a global market.

Demand and Supply

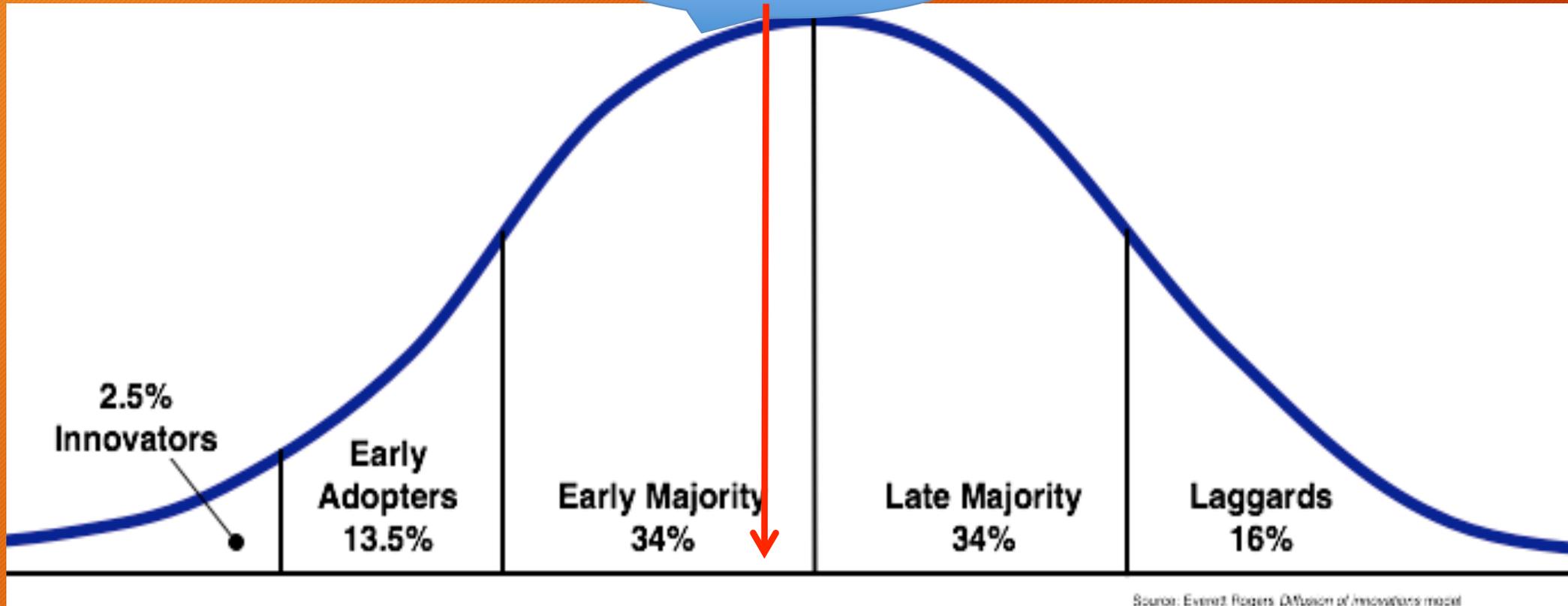
- Over 9 million students studying online for credit in Canada and the US
- 35% percent of higher education students now take at least one course online.
- Reported year-to-year enrollment changes for fully online programs by discipline show most are growing.
- 65% of higher education institutions now say that online learning is a critical part of their long-term strategy.

Student Satisfaction with Their Online Learning (versus face to face)



Faculty Adoption of Online

We are about here...

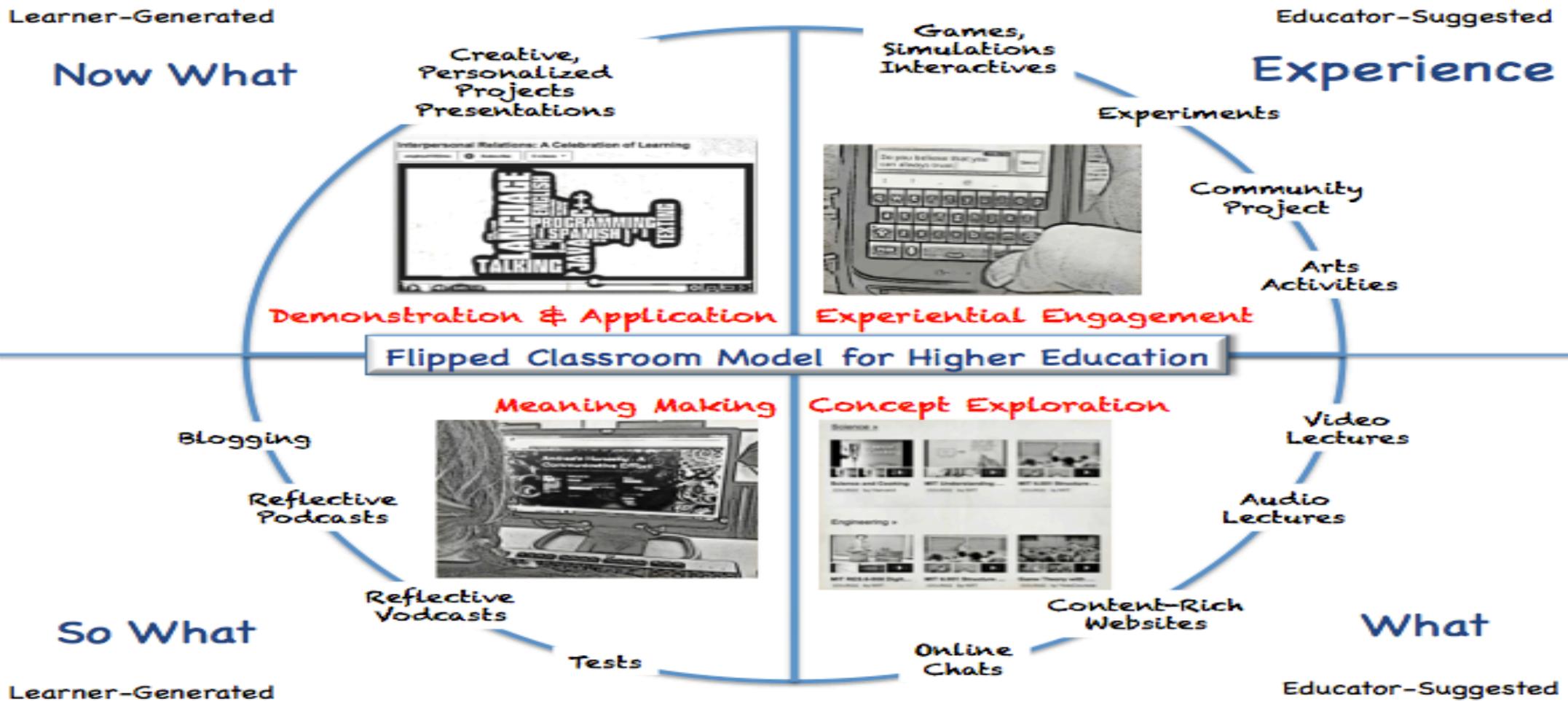


Completion Rates

- Both universities and colleges in Ontario reported strong, positive results with respect to course completion rates for online courses:
 - The median in the college sector for the 20 colleges that responded to the question was 76.1% with most institutions reporting results between 70% and 79%.
 - The median in the university sector for the 15 universities that responded was 89% with most universities reporting results from 85% to 95%.
- Online Learning has been demonstrated to increase knowledge retention by 25% to 60% when compared to face to face instruction for technical and college education.
- No significant difference in learning outcomes face to face vs online learning

What are Colleagues Doing?

1. Flipped Classroom / Blended Learning



2. Digital Textbooks



- BC and Alberta to make available textbooks for students free -
- Wikiuniversitiy, Open Culture, Open College and other commons license based providers have a great many texts freely available.
- iBook author enables Professors to create digital texts (with audio and video) and publish them to iTunes rapidly.
- Pearson e-College facilitates customized texts for colleges and universities.
- iTunes U fast becoming the learning repository of choice..

3. Open Sourced Content Resource Banks

- *Learning Space* makes online courses from the Open University (UK) freely available for use.
- iTunes University has millions of learning objects.
- Merlot has some more..
- A great deal of peer reviewed, high quality content is available for adopt/adapt by academics...
- Open sourced resources enable a great deal to be achieved through rapid course development



4. “On Demand” Competency Based, Modular Credit

- Breaking down a 3 credit course into sub-credits (.25, .3, .5, .75, 1..) on the basis of competency.
- Using pre tests to determine competency and post-tests to determine completion.
- Offering these short courses “on demand” with 365 start dates and completion of each module within 2-3 weeks depending on credit length.
- Quality assured courses and online certified faculty.
- Rapid PLAR via competency evaluation.

5. Adaptive Curriculum & Assessment

- Using machine learning and artificial intelligence and analytics, what the student is presented as learning materials is personalized to their competency development needs and learning style.
- Assessment (formative) is used to determine whether a student can progress and what kind of resources will best help them progress – materials are then selected “on the fly” by the system to match learners and content.
- Technology supported differentiated instruction.



6. Mobile Learning (m-learning)

- iPhones, iPads, tablets
SmartPhones all enable:
 - Video and audio interaction
 - Digital libraries - text, audio, video (e.g.Zite)
 - iTunes and You Tube access
 - Collaboration
 - Access to learning management systems
 - Peer networking via LinkedIn



7. Work Based Learning (WBL) and Competency Driven PLAR

- Competency based testing for skills, learning and understanding - growing faster than “seat time”.
- WBL protocols and work-place agreements enabling work based learning to count from apprenticeship to PhD
- PLAR based on competency testing - especially for those maintaining learning passports

8. Massive Open Online Courses (MOOC's)

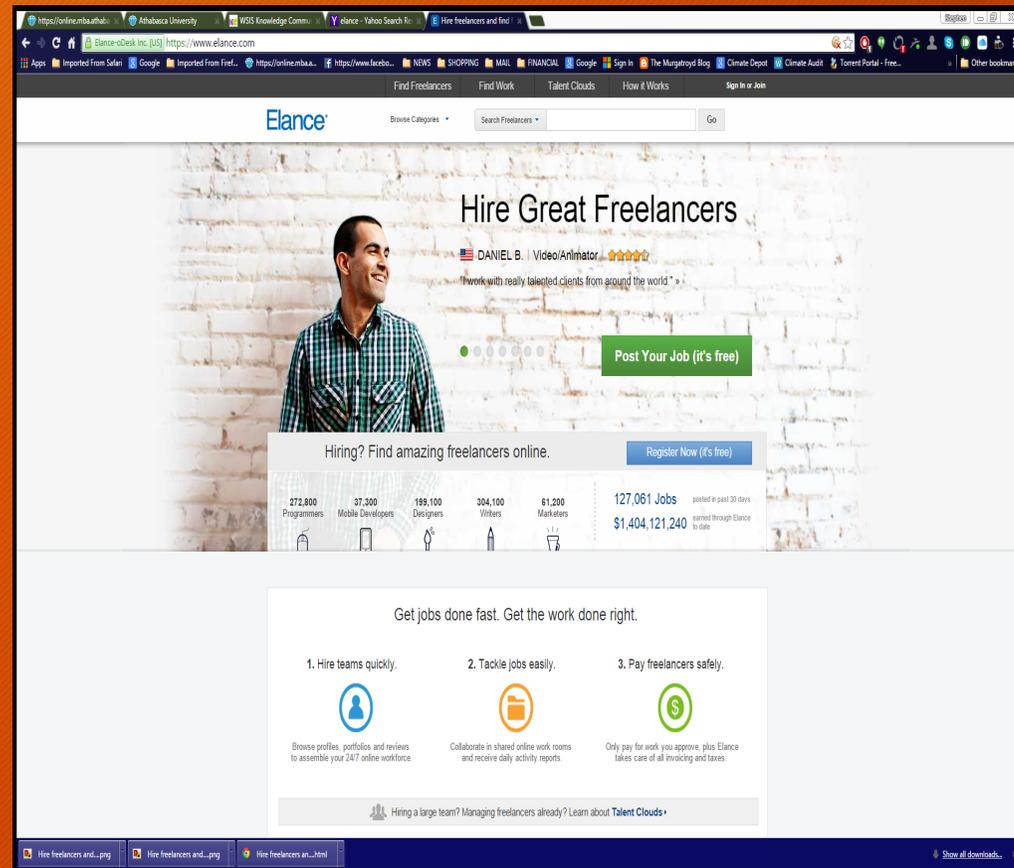
- MOOC's are fast emerging as a key feature of higher education globally.
- Two courses offered by the University of Toronto have attracted app. 170,000 registrants.
- MOOC learners can now secure some credit for MOOC courses under certain conditions.
- MOOC completion rates are low.
- Key issues are: assessment, student engagement and quality.

9: Real Time e-Learning



10. Creating Multi Media and Other Content

- Video, poodcasts, simulations all easier to create
- Leveraging crowdsourcing to get new content, new simulations etc.
- Using WordPress to create multimedia rich content
- Getting students to co-create content..



The screenshot shows the Elance website homepage. The main heading is "Hire Great Freelancers" with a sub-heading "Work with really talented clients from around the world". A green button says "Post Your Job (it's free)". Below this, there's a section titled "Hiring? Find amazing freelancers online." with a "Register Now (it's free)" button. A statistics bar shows: 272,800 Programmers, 37,200 Mobile Developers, 195,100 Designers, 304,100 Writers, 61,200 Marketers, 127,061 Jobs posted in past 30 days, and \$1,404,121,240 earned through Elance to date. Below this is a section titled "Get jobs done fast. Get the work done right." with three numbered steps: 1. Hire teams quickly, 2. Tackle jobs easily, and 3. Pay freelancers safely. Each step has an icon and a brief description of the service.

Category	Count
Programmers	272,800
Mobile Developers	37,200
Designers	195,100
Writers	304,100
Marketers	61,200

127,061 Jobs posted in past 30 days
\$1,404,121,240 earned through Elance to date

1. Hire teams quickly.
Browse profiles, portfolios and reviews to assemble your 24/7 online workforce.
2. Tackle jobs easily.
Collaborate in shared online work rooms and receive daily activity reports.
3. Pay freelancers safely.
Only pay for work you approve, plus Elance takes care of all invoicing and taxes.

Some Distractions

3 Big Distractions

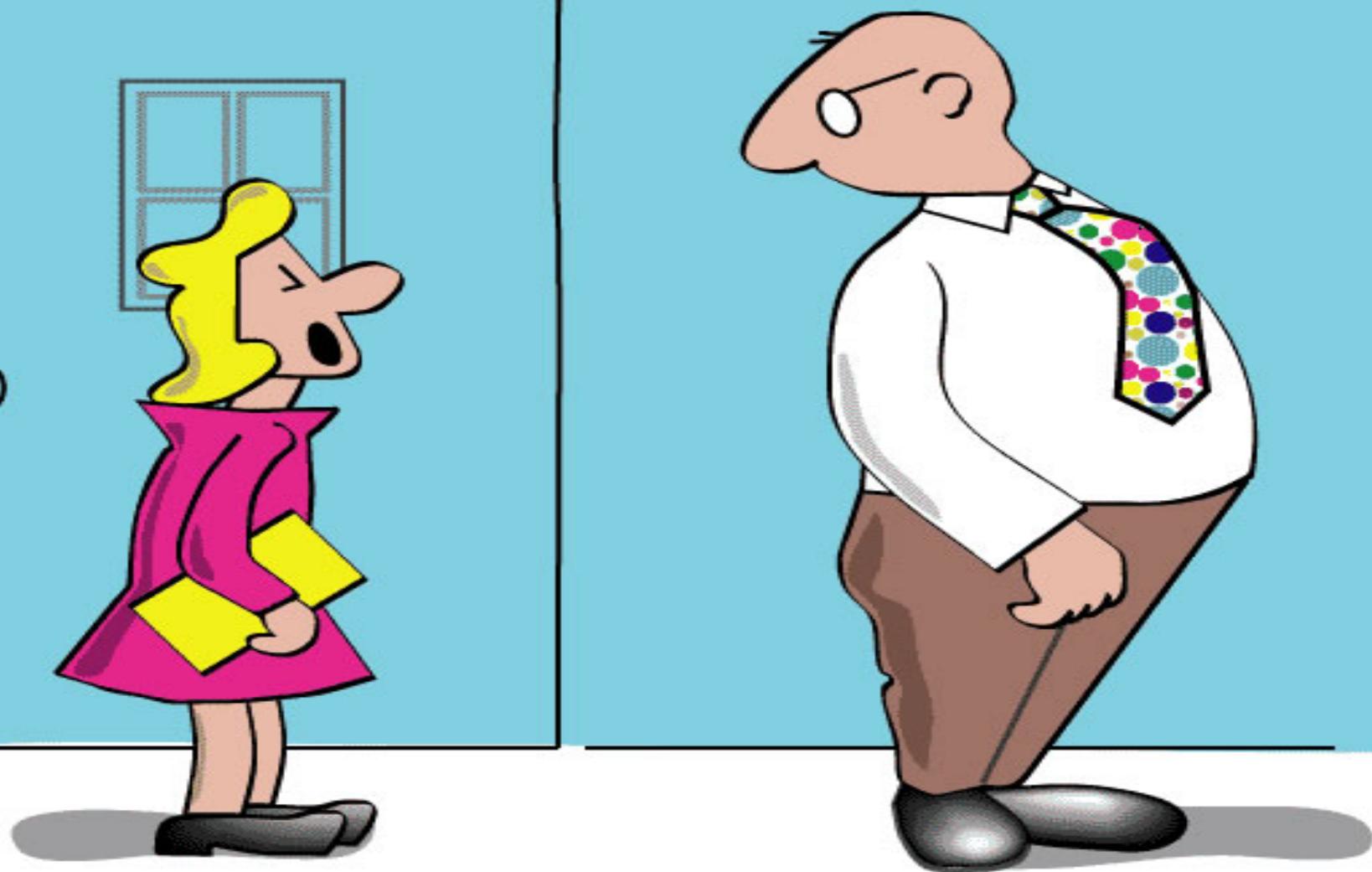
- **Massive Open Online Courses (MOOCs)** - could be an opportunity, but have become a distraction in developed higher education systems.
- **Focusing on What the Technology Can Do** - we need to focus on what learners need to do to be successful and what our capabilities are. Technology is not the driver - pedagogy is.
- **Focusing on Online Rather Than Flexibility** - online is one route to flexibility, but there are others...

3 Underlying Patterns..

- **Unbundling** - separating who designs and develops courses, from who deploys them, from who teaches them, from who assess them from who awards a credential.
- **Modular Courses for Micro-credit** - badges, 0.25, 0.33 , 0.5 credit accumulating to 3 transferable credits.
- **Competency Based Assessment** - challenging for credit, PLAR and WBL

Let's Get Specific

**How do we Design, Develop, Deploy
and Deliver Online Learning?**

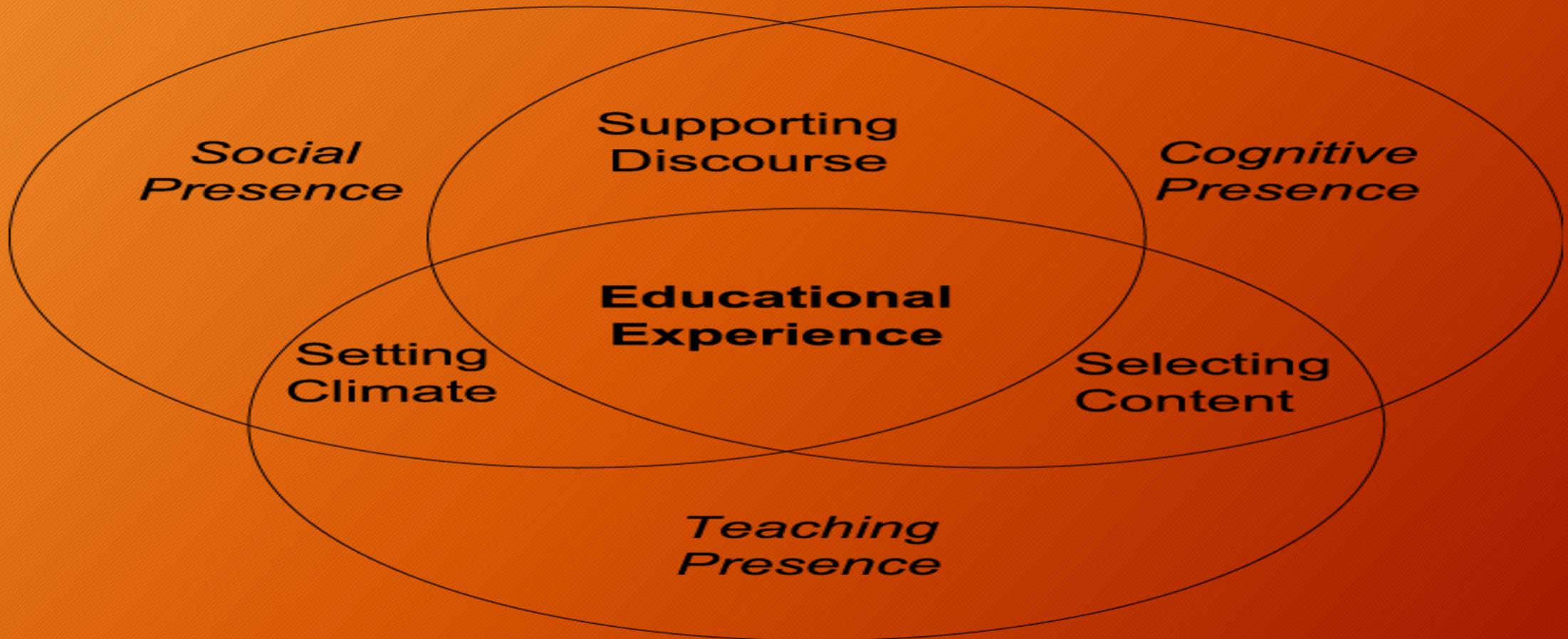


"As we start a new school year, Mr. Smith,
I just want you to know that I'm an Abstract-
Sequential learner and trust that
you'll conduct yourself accordingly!"

Browning

Lets Understand the Work...

Teaching & Learning



Engagement Through..

- **Relevance**
 - Enterprising enquiry
 - Balancing knowledge (what) with skills (how)
 - Learning through doing - wicked problem solving
 - Thematic and project work
 - Group challenges
- **Co-Construction**
 - Negotiation of curriculum
 - Development of knowledge banks
 - Cocreation of new learning resources

Integration Through

- Variety of learning styles - we are no longer “stuck” with a textbook
- Networks for learning
- Practical project work
- Partnerships for learning

Learning with is Deep, Authentic and Motivational



Engaging learning is **CO-CREATED**

It draws on both adults and students as a powerful resource for the co-creation of community, the design of learning and the success of all students.

Engaging learning is **PERSONAL**

It builds from student's passions and capabilities, and helps them to personalise their learning and assessment in order to foster their individual talents.

Engaging learning is **CONNECTED**

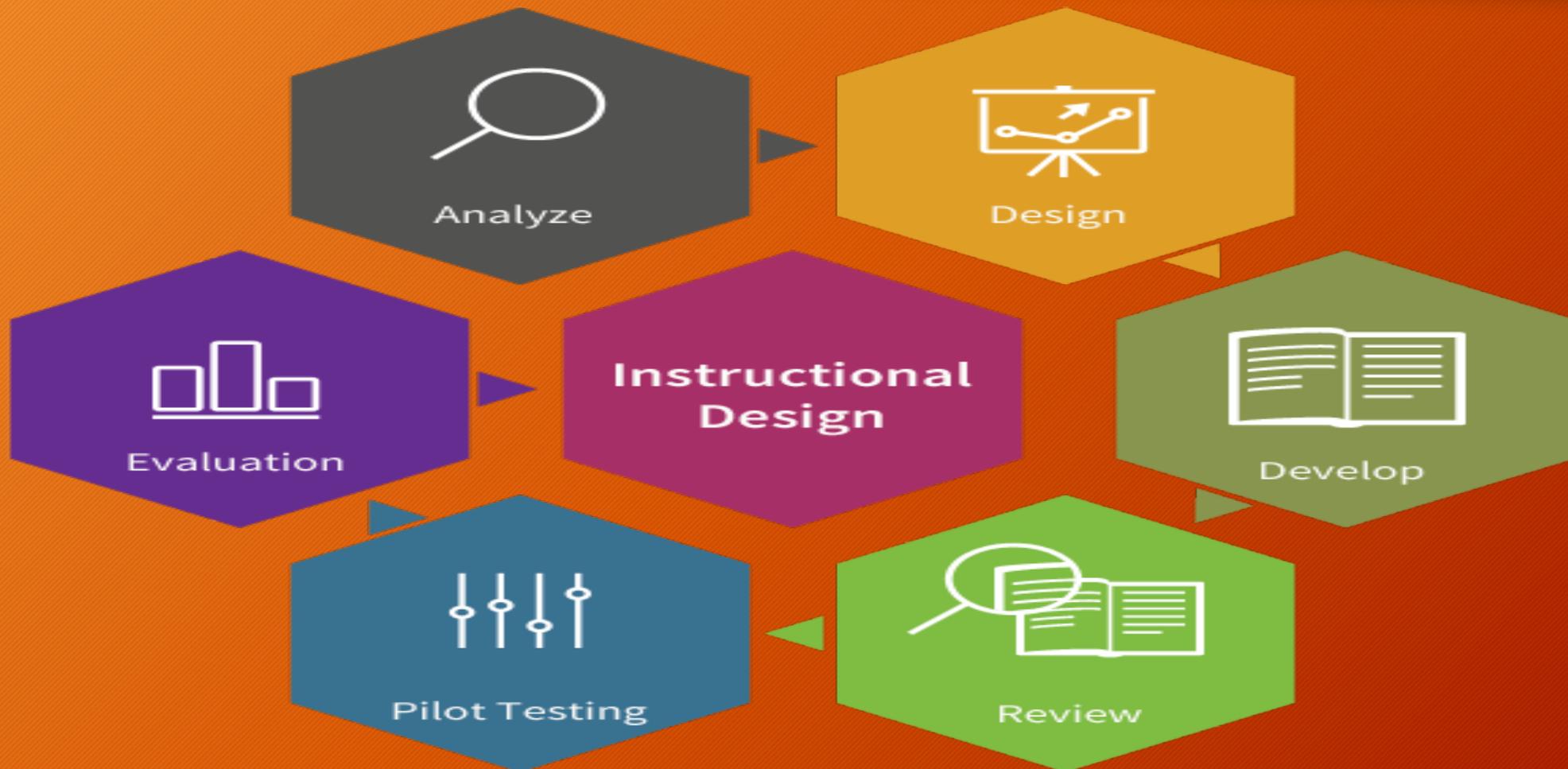
It connects with and uses real-world contexts and contemporary issues, and is permeable to the rich resources available in the community and the wider world.

Engaging learning is **INTEGRATED**

It emphasises the integration of subjects, of students and of learning contexts.

Designing an Online Course

Design Process (Ideal)



Before We Start - Assumptions

- What are the skill set of students on entering the course in terms of technology skills and abilities, literacy, communications?
- What are assumed knowledge, skills and capabilities of students entering the course?
- What are the external assessment requirements (standards, professional requirements etc.)?
- What are the engagement and facilitation skills of faculty and what support do they need to ensure outstanding e-learning experiences?
- What are the capabilities of the technology systems students have access to - video, audio, collaboration, project work, materials flow..?
- How can we keep this simple, reliable and effective?

Think..Learning Styles



Design Assumptions

- Role of the learner in terms of their own learning
- Peer to peer interaction
- Instructor-learner interaction
- Content presentation - online, in person?
- Self pacing versus instructor paced
- Role of practical work
- Video and audio support
- Synchronous and asynchronous components
- Technology assumptions..what can student access?

8 Step Process

1: Know the Goal(s) of the Course

2: Gather Content

3: Define Learning Objectives for Each Week

4: Create Assessment Criteria for Formative and Summative Assessment

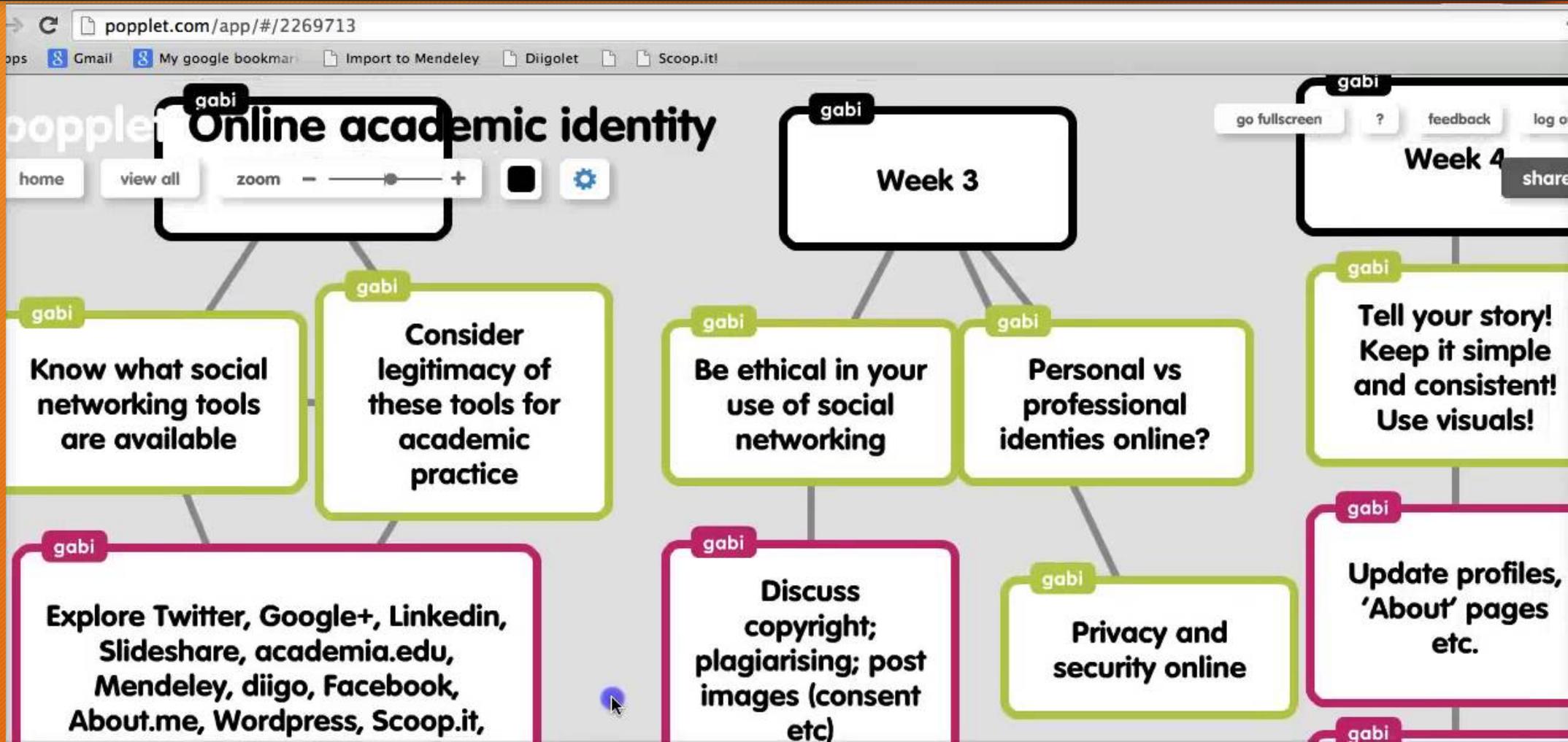
5: Storyboard the Course - What, When, How, How do we Know..

6: Pick a Design Model that Works for You

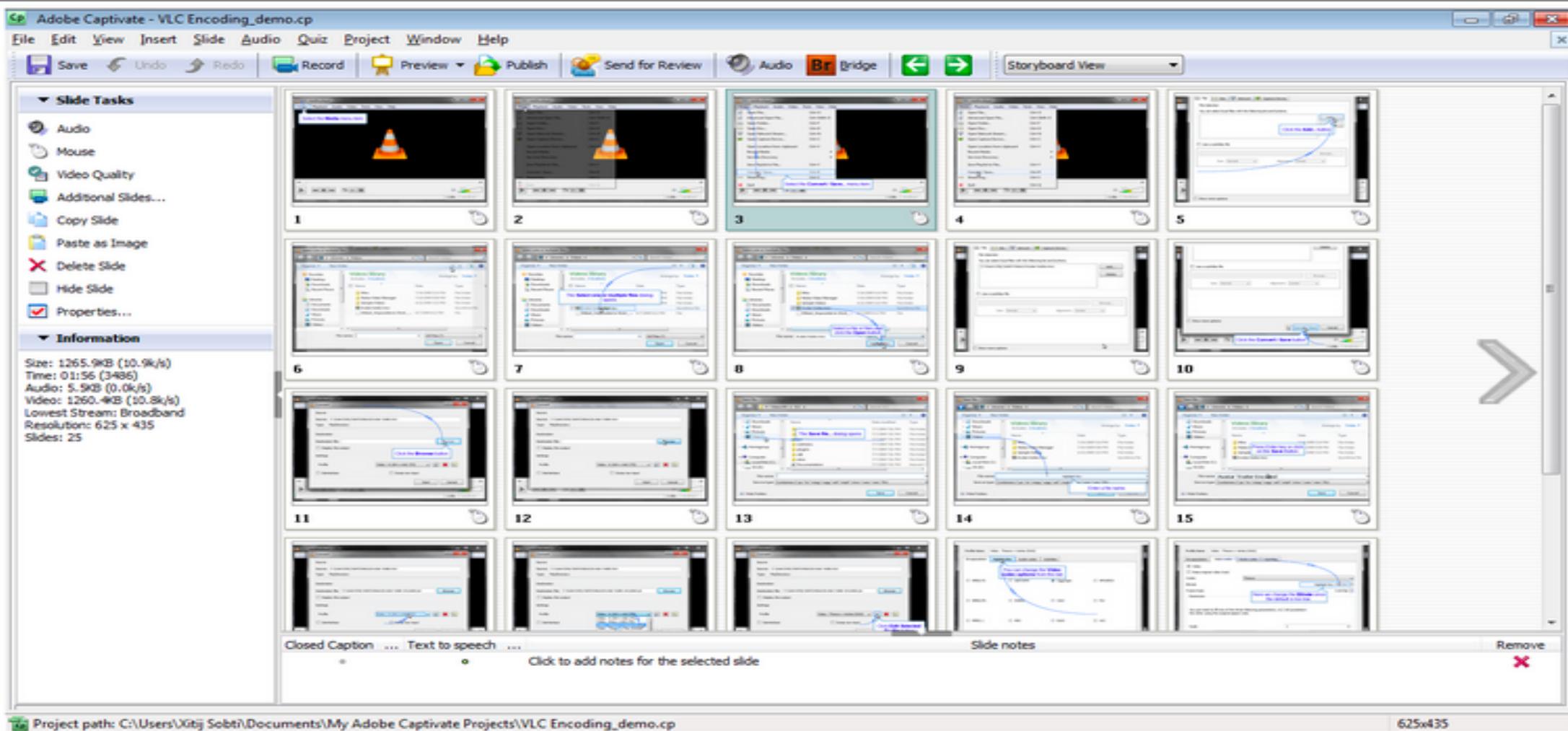
7: For Each Week, What Resources for What Work with Whom?

8: Get Going, Get Help (Technology, OER, © , Design) and Create

Storyboard



Adobe Storyboard Software



Open Education Resources

- Consider using materials freely available online..
 - Open University (UK). Stanford, MIT, OERu, OER Commons
 - Merlot
 - iTunes University (video, lesson plans etc)
 - Other sources... YouTube, Vimeo, OER Map
 - Create OER - videos, podcasts, your materials on iTunesU
 - Materials in French
 - <http://www.canal-u.tv/>
 - <https://www.coerll.utexas.edu/coerll/french>
 - <http://libguides.tcc.edu/content.php?pid=552069&sid=4550320>

OER Resources in French..

le média de l'engagement supérieur et de la recherche

Rechercher

OK

MON CANAL+

THÉMATIQUES UNT

LES AUTEURS

CONTRIBUTEURS

9 MARS 2015

LES ACTUS

JOURNÉE INTERNATIONALE DE LA FEMME

Pour l'histoire des femmes et du Genre / Florence Rochefort

Voir le programme

LES DIRECTS

DERNIÈRES MISES EN LIGNE

LES THÉMATIQUES UNT

Patrick Chamolspau et les autres temps

SFJRO Lille 2015

ECONOMIE ET GESTION

ENVIRONNEMENT ET DÉVELOPPEMENT

An open 1st-year French curriculum.

Français interactif is a unique, award-winning 1st-year French curriculum used by learners all over the world. Students explore French language and culture by following the lives of real students who have participated in the UT Summer Program in Lyon, France. The online curriculum includes over 320 videos, vocabulary and phonetics audio, online grammar reference with self-correcting exercises and audio dialogues, verb conjugation and practice tools, internet activities, and a textbook of classroom exercises. Français interactif was awarded the 2009 CALICO Esperanto Access to Language Education Award and the National Endowment for the Humanities EDSITEMent Best of Humanities on the Web award (2005)

Author: Carl Blyth, Karen Kelton, Nancy Guilloteau
Link: <http://www.laits.utexas.edu/fi/>

Le Littéraire dans le quotidien

Open textbook for French reading/writing.

"The literary in the every day," is a textbook for a transdisciplinary approach to reading/writing at the first and second year levels of college French. The files that make up the textbook serve as foreign language templates in the form of an OER to bridge the well known divide between lower level language courses and upper level literature "content" courses. Language teachers, with the help of these templates, can develop their own reading and writing activities to highlight the metaphorical nature of language. In our continued commitment toward making our resources more open and remixable, the resource is published in a publicly accessible Google Drive. With a Google account, users can even make their own copy and remix the content.

Author: Joanna Gay Luks
Link: <https://www.google.com/drive/folders/1KwD5E...>

Conservatoire à rayonnement régional musique danse théâtre Toulouse

PRESENTATION
 DISCIPLINES
 HOW TO REGISTER
 ARTISTIC SEASON
 PRACTICAL INFO

7 Storyboard Questions

1. Does the storyboard cover all of the content required to meet this weeks objectives and the course objectives?
2. Will the student know what is most important (required) and what is of interest (optional) ?
3. Is the way in which the learner experience is designed engaging each week and is there a variety of approaches to learning across the course?
4. Are transitions from one topic to another or one learning activity to another well managed?

and...

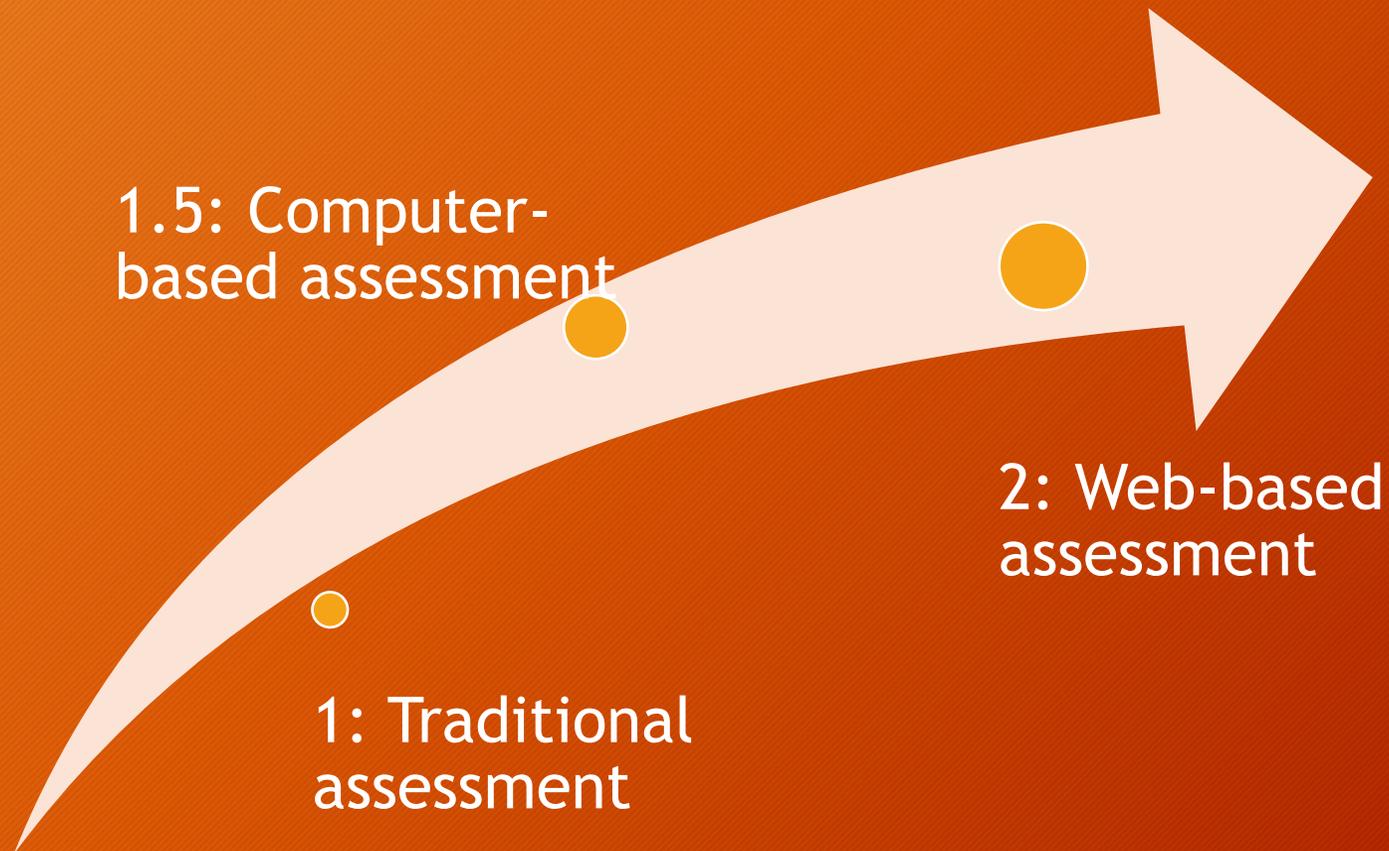
5. Are the resources suitable to the content and is there sufficient variety of different kinds of resources to suit different learning styles?
6. What is built in for the fast track student?
7. What is built in for the student who is struggling with the required content - how would you know they were struggling?

Assessment

***“Tell me how you
assess I’ll tell you how
you teach”***

Abrantes (1990)

Evolution of assessment



Assessment 1.0

- Assessment from 618AD to today
- Characteristics
 - Paper-based
 - Classroom based
 - Formalised
 - Synchronised
 - Controlled
 - Industrialised
- Changed little since early 20th Century
- Enjoys public and political confidence

Assessment of Learning

assessment focused on measurement and scaling

Undergradese

What undergrads ask vs. what they're REALLY asking

"Is it going to be an open book exam?"

Translation: "I don't have to actually memorize anything, do I?"

"Hmm, what do you mean by that?"

Translation: "What's the answer so we can all go home."

"Are you going to have office hours today?"

Translation: "Can I do my homework in your office?"

"Can i get an extension?"

Translation: "Can you re-arrange your life around mine?"

"Is this going to be on the test?"

Translation: "Tell us what's going to be on the test."

"Is grading going to be curved?"

Translation: "Can I do a mediocre job and still get an A?"



Problems with 1.0...

- **Expensive to run**
 - Doesn't scale well
- **Inflexible**
 - Arranged around diets
 - One size fits all (not personalised)
- **Drives teaching and learning**
 - “Teaching to the test”
 - Memorisation not understanding
- **Not delivering contemporary skills**
 - Collaboration, problem solving, flexibility

Assessment 1.5

- **Computer-based assessment**
- **Characteristics**
 - E-testing
 - E-portfolios
 - Simulations
- **Embedded in most virtual learning environments / LMS**
- **Stand-alone systems**
- **Familiar to students and teachers**

and 1.5...

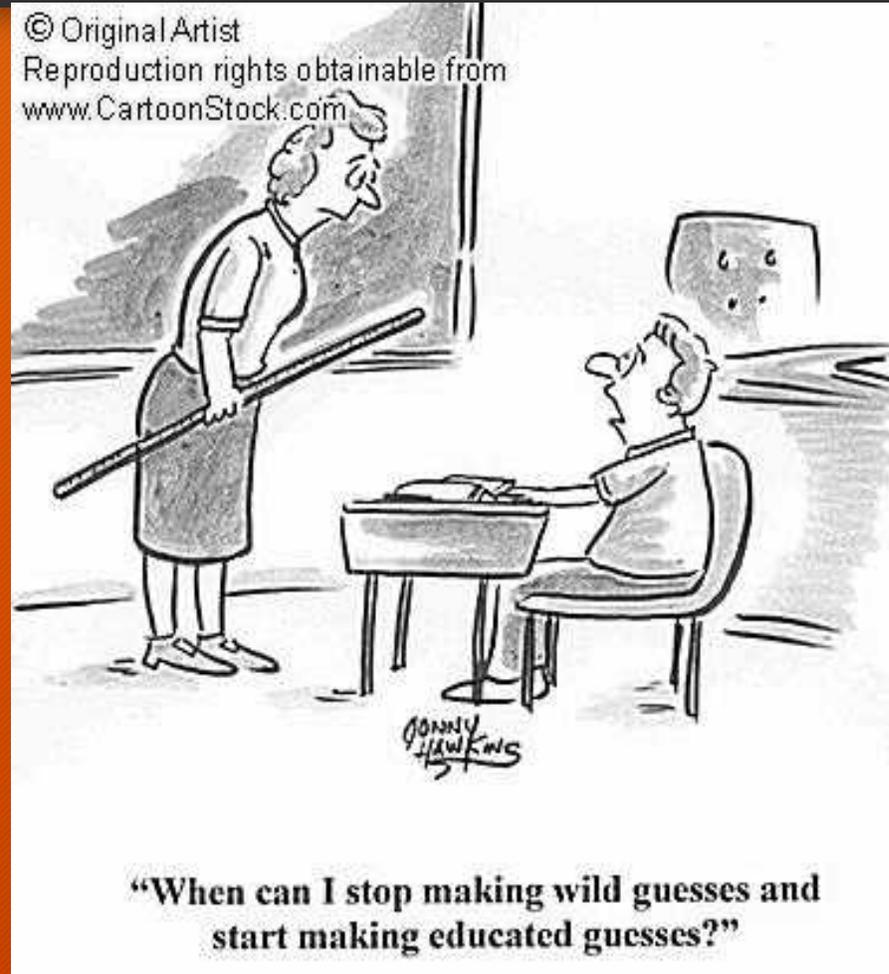
- **Imitates traditional assessment**
 - “Reproducing the paper experience”
 - Limited question types
 - Crude simulations
- **E-portfolios: little more than online storage?**
- **Individualistic**
- **Competitive/anti-collaborative**
- **Simply automates Assessment 1.0?**

Student perceptions

- Artificial and contrived
- Something that is done to them
- Doesn't measure anything important
- Hurdle to be jumped
 - Not part of their learning
 - Sole purpose of their learning

Assessment FOR Learning

assessment meant for the students, through feedback, to better understand their own learning processes and the goals that they intend to achieve



Assessment 2.0

- Authentic
- Personalised
- Negotiated
- Collaborative
- Recognises existing skills

Benefits of e-Assessment (based on JISC 2010 Evaluation)

- Greater variety and authenticity in assessment designs
- Improved learner engagement
- Choice in the timing and location of assessments
- Capture of wider skills and attributes

and

- Efficient submission, marking, moderation and data storage
- Consistent, accurate results
- Increased opportunities for learners to act on feedback

Authentic

- **Similarity** - competences needed in real/professional life
- **Complexity** - cognitive challenge
- **Adequacy** - adequate performing conditions
- **Significance** - value for students, instructors and employers

Consistent

This dimension emerges as an answer to the traditional demands for validity and reliability, associated with psychometric indicators.

- **Instruction-assessment alignment**
- **Relevant criteria & rubrics**
- **Competences-assessment alignment**
- Multiple indicators - not just a single measure of competency or learning but several

Transparent

- **Engagement** - participation in the definition of the learning goals
- **Visibility** - present/share processes and/or products of student work
- **Impact** - effect on the learning process and on course design

Practical

- **Cost** - time, digital resources, training, ...
- **Efficiency**
- **Sustainability** - implement and sustain the proposed assessment design, taking into account the learner profiles and the contextual constraints, both for the organizations and for the assessors

AAC KEY VISUAL: ASSESSING STUDENT LEARNING IN THE CLASSROOM

Judging & Reporting assessment of learning

How will we communicate assessment results to students and others who have a right to know?

What role will teacher professional judgment play when interpreting results of summative assessments?

- To what extent is the evidence from summative assessment consistent with current student performance as measured against learner outcomes?
- What further evidence might be required?

How will teachers use evidence from formative assessment to inform instructional decisions?

Coaching assessment for learning

How will students use specific, descriptive and timely feedback to move their learning forward?

What activities will engage students in their learning?

What opportunities will students have to practice skills and develop understanding?

How will we know learning has occurred?

- Establish criteria based on learner outcomes.
- Develop shared understanding with students.

Planning with the end in mind

Who are the learners?

- What strengths do they exhibit?
- What learning needs do they have?
- What choices will be provided for students to demonstrate their learning?

How will we gather evidence of learning?

- student products or performances
- observations of students engaged in learning
- conversations with students about their learning
- student self-reflection

What will students learn?

Program of Studies
Learner Outcomes

Methods of Assessment

Learning Assessment of Participation

- **Formal assessment:** assessment that is planned in advance and used to assess a predetermined content and/or skill domain.

Strengths

- allows the teacher to evaluate all students systematically on the important skills and concepts
- helps teachers determine how well students are progressing over the entire year
- provides useful information to parents and administrators.

Portfolios

- A collection of student samples representing or demonstrating student academic growth. It can include formative and summative assessment. It may contain written work, journals, maps, charts, survey, group reports, peer reviews and other such items.
- Portfolios are systematic, purposeful, and meaningful collections of students' work in one or more subject areas.

Importance of Portfolios

For Students

- Shows growth over time
- Displays student' s accomplishment
- Helps students make choices
- Encourages them to take responsibility for their work
- Demonstrates how students think

Importance of Portfolios

For Teachers

- Highlights performance-based activities over year
- Provides a framework for organizing student' s work
- Encourages collaboration with students, parents, and teachers
- Showcases an ongoing curriculum
- Facilitates student information for decision making

What do portfolios contain?

Three basic models:

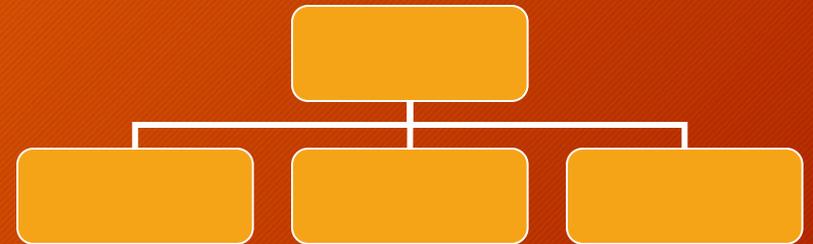
- Showcase model, consisting of work samples chosen by the student.
- Descriptive model, consisting of representative work of the student, with no attempt at evaluation.
- Evaluative model, consisting of representative products that have been evaluated by criteria.

Disadvantages of Portfolio

- Require more time for faculty to evaluate than test or simple-sample assessment.
- Require students to compile their own work, usually outside of class.
- Do not easily demonstrate lower-level thinking, such as recall of knowledge.
- May threaten students who limit their learning to cramming for doing it at the last minute.

Concept Mapping

- It requires students to explore links between two or more related concepts. When making concept maps, they clarify in their minds the links they have made of the concepts and having visual representation of these links, they are better able to rearrange or form new links when new concepts are introduced.



Inventories

- **Diagnostic Inventories:** Student responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.
- **Interest Inventories:** student responses to questions designed to find out past experience and or current interest in a topic, subject or activity.

Presentation Assessment

- **Presentation:** a presentation by one student or by a group of students to demonstrate the skills used in the completion of an activity or the acquisition of curricular outcomes/expectations. The presentation can take the form of a skit, lecture, lab presentation, debate etc. Computers can also be used for presentation when using such software as Hyperstudio, Powerpoint or Corel presentations.
- **Peer Evaluation:** judgments by students about one another's performance relative to stated criteria and program outcomes

Journal Assessment

- This refers to student's ongoing record of expressions, experiences, and reflections on a given topic. There are two types: one in which students write with minimal direction about what he/she is thinking and or feeling and the other requires students to complete a specific written assignment and establishes restrictions and guidelines necessary to accurately accomplish the assignment. Journals can evolve different types of reflecting writing, drawing, painting, and role playing.

REFLECTIVE JOURNAL

What happened?	How do I feel about it?	What did I learn?

SYNTHESIS JOURNAL

What I Did?	What I learned?	How I can Use It?



SPECULATION ABOUT EFFECTS JOURNAL



What happened?	What could happen because of this?

Summary

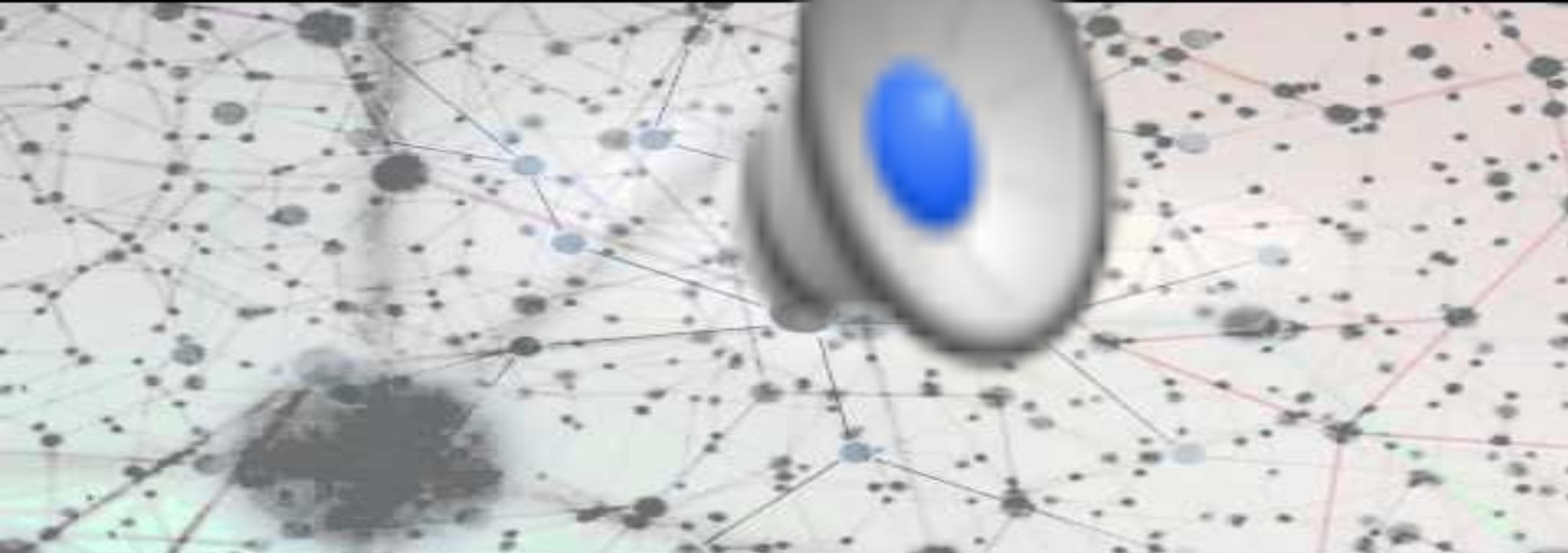
- A fair assessment is one in which students are given equitable opportunities to demonstrate what they know and can do.
- Assessment is not only for grading or ranking purposes. **Its goal is to inform instruction by providing students and teachers with information to help them make good educational decisions.**
- Assessment is integrated with student's day-to-day learning experiences rather than a series of an end-of-course tests.

Adaptive Learning

Examples of Adaptive Learning in Action

- A student using a physics program answers quiz questions about angular momentum incorrectly, so the program offers supplemental materials and more practice problems on that topic.
- A history student answers questions about the War of the Roses correctly the first time, so the program waits an interval of time and then re quizzes the student to make sure that she is able to remember the information.
- A math student makes a mistake with the specific step of factoring polynomials while attempting to solve a polynomial equation, so the program provides the student with extra hints and supplemental practice problems on that step.
- An ESL writing student provides incorrect subject/verb agreement in several places within her essay, so the program provides a lesson on that topic and asks the student to find and correct her mistakes.

Adaptive Learning and Assessment



Stephen's Top Ten List

Most Common Challenges

#1: Digital Innocents

- Students are not as adept with technology as many think - ask your help desk
- Students significantly under-use the resources we provide
- We design learning with simulations and technology and need to do more to integrate these into the learning process

#2: Lets do What we Have Always Done..

- Weekly power point decks + audio isn't a powerfully engaging online course
- Chance to reinvent and repurpose learning and design
- Chance to integrate and engage..
- Equally problematic - students who do what they have always done...

#3: Poor Design

- Course designs which are passive, not interactive, not challenging or demanding of students
- Course designs which are wrap-arounds of a textbook which end up being wrap-ups from a student point of view.
- Lack of reflective and critical work
- Lack of routes for fast track and remediation

#4: Too Many Bits and Pieces

- Courses which are collections of bits and pieces with poor connections between them
- Courses which are “self-directed learning” where there are so many directions the learner can go in that there is no critical pathway
- Bits, bitty...

#5: Too Much Stuff

- No realistic workplan based design..
- No student could complete the course in the time available..
- No priority attached to the work..

#6: Slow / Poor Feedback

- Students expect quality feedback (not just $\sqrt{B+}$) within 3 working days of submission..
- Feedback that helps them identify what they know and don't know
- Feedback which shapes their learning agenda..

#8: One Size Fits All..

- Design has to create routes for:
 - Fast Track students
 - Students who struggle
 - Average students..
- How will you “design in” differentiated instruction?
- How will you use office hours / feedback to help students through your course?

#9: Assessment Surprise!

- Assessment remains “old” as a process while the course is dynamic and engaging?
- Assessment by multiple choice without it being linked to learning?
- Poorly designed assessment..

#10: It's supposed to be fun..

- Lack of humour, fun and laughter
- Lack of cartoons, funny videos and fun activities
- Students (even in statistics) can have fun!
- (We need fun as faculty members too!)

For Policy Makers and Administrators

5 Questions..

- Is e-learning critical to the strategy of your institution?
- Will it save money?
- What do I need to do this well?
- What are the 3 big challenges?
- What are some options for us?

The Strategic Imperative

- When institutions see online as strategically critical to their mission, 3 things happen:
 - More online development, registrations and completions occur
 - Resistance declines
 - Challenges / problems shift from barriers to opportunities
- When institutions see online as “and we also have some courses which are online...”
 - Quality is low
 - Systems are not in place to support faculty or students
 - Development is slow

Your US Counterparts....

From Grade Level - Tracking Online Education in the United States - Online Learning Consortium, 2014

- The proportion of academic leaders who report that online learning is critical to their institution's long term strategy has grown from 48.8% in 2002 to 70.8% this year (2014).
- The proportion of chief academic leaders that say online learning is critical to their long-term strategy is at an all-time high.
- For-profit institutions account for the change for 201 - for the first time ever they are reporting a higher rate than public institutions.
- The proportion of institutions reporting online education is *not* critical to their long-term strategy has dropped to a new low of 8.6%

Will it save money?

- The short answer is NO, unless:
 - You start to unbundle design, development and delivery
 - Go for scale
 - Reimagine student support
 - Significantly rethink the role of the campus
- What it can do is sustain volumes and potentially increase them

What Do I Need to Do This Well?

- Skilled teams designing courses - instructional designers, subject matter experts, technology expertise, OER finders
- Skilled mentors, coach's and guides for faculty
- Excellent assessment systems based on competencies, skills, knowledge and planned learning outcomes
- Students engaged in design, development, deployment and delivery (peer to peer coaching networks)
- Strong student support and protocols for student feedback
- *What you do not need is an LMS or expensive "management" systems*

3 Big Challenges

- *Thinking back from the future* - where will online learning be for this institution in 2025? What do you need to do now to make this happen?
- *Leading across the institution* - what leadership do you need to show to enable, encourage, engage and empower?
- *Delivering within* - how can you get your teams aligned around quality, re-engineering business processes, rapid development and effective supports for engaged and deep learning?

Some Options...

- Don't think courses, think programs..
- Don't think online, think flexible learning - online is a key
- Don't think online vs face to face, think of all courses as having a flexible component
- Don't think courses, think competences - which leads to modules, PLAR based on competency, WBL based on competencies
- Massively increase transfer credit and lower residency
- Think 24 start dates (or 365 or 12)..not just 2 or 3
- Think about giving credit for MOOC's via proctored challenge exams



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