Why Natural Resources Faculty Should Welcome Online Education

John Sener
Director of Special Initiatives, Sloan Consortium
Founder/CLO, Sener Knowledge LLC

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Welcome to The Sloan Consortium

If you have an existing user account and are logging onto the new site for the first time, please use the "Request New Password" feature under the log in box to reset your password. Thank you.

The Sloan Consortium is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of education. Membership in the Sloan Consortium provides knowledge, practice, community, and direction for educators. Originally funded by the Alfred P. Sloan Foundation, Sloan-C is now a non-profit, member-funded organization.

Just Released: The seventh annual Sloan Survey of Online Learning reveals that online enrollment rose by nearly 17 percent from a year earlier. The survey, a collaborative effort between the Babson Survey Research Group, the College Board and the Sloan Consortium, is the leading barometer of online learning in the United States. Using results from more than 2,500 colleges and universities nationwide, the report finds approximately 4.6 million students were enrolled in at least one online course in Fall 2009.

The complete report, “Learning on Demand: Online Education in the United States, 2009” is available here.

Rabbon College Prof. Elaine Allen discusses New Sloan-C Online Education Survey
http://www.youtube.com/watch?v=3p3YQGReXmU

Join with Sloan-C to lead higher education in meeting social needs for affordable access, quality innovations, and teaching and learning excellence. Read about memberships and benefits
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Online Education: A Definition
Online Education: A Definition

• Online education = the use of online technologies for teaching and learning
The Cyberization of Education: Six Levels

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Improved Teaching & Learning

Instruction (New Delivery Mode)

Information & Communication (web sites, email)

Education Resource (Internet as knowledge source for formal HW assignments, school projects, etc.)

Learning Resource (web-based informal learning [Cross], revolution in learning experiences [Bonk])

Online Education is here...
San Diego: A Tale of Two Cities...

• …at least when it comes to online higher education.

• SDSU, SDCCD: *lots*. UCSD, USD: *little or none*.

• *Why?* Let’s say philosophical differences...

  “Online learning is the new normal - and it’s almost becoming a preference.”

  -- Andrea Henne, Dean of Online and Distributed Learning, San Diego Community College District

  “The philosophical question that needs to be grappled with is, what does it mean to have a UC-quality course, and how do you preserve that notion of quality in the online course material?”

  -- William S. Hodgkiss, Scripps Professor of Oceanography, University of California at San Diego

Why Welcome Online Education? Reason #1: Because You Already Have...

• (...or at least many of your colleagues have)
Reason #1: Because You Already Have...

In fact, some of you have been welcoming online education for a long time!
Reason #2: Because the Myths and Fears Are Unfounded...

- It’s not as good as traditional education
  - It’s isolating, not interactive; nothing can replace “flesh & blood,” in-person experience
- It’s too expensive
- Online education is a lot more work -- too much more work
- Online education will take away our jobs
- ________________________________ [your answer here]
Reason #3: Because It’s Not Going Away

• It’s only going to get bigger...

  • Sloan-C Report: 4.6M learners taking online courses in Fall 2008; 15-20% annual growth for previous five years; no signs of letup

  • Ambient Insight Report: 12M learners taking OL courses now; 22M by 2014; # of ‘all OL’ learners will triple in five years (from 1.25M to 3.55M)

• ...it’s only going to get better

• ...and it’s going to become (more) ubiquitous
Reason #4: Because It’s As Good or Better* -- The Research Says So *(like everything else) if done properly

- Hiltz et al. (2001) ‘the evidence is overwhelming that ALN tends to be > effective than traditional course delivery at the university level”

- Kassop (2003) 10 Ways OL > F2F: student-centered, > intense writing, highly interactive discussions, enriched course materials, immediate feedback, flexibility, community of learners, ... [now: many more ways]

- (No) Significant Difference web site: ~400 studies showing NSD or more SD for DL vs. F2F (www.nosignificantdifference.org)

- **NSSE (2008, 2009):** OL learners > engagement, intellectual challenge, deep learning; interactive technologies “positively related to student engagement, self-reported learning outcomes, and deep approaches to learning.”

- USDoE study (2009): meta-analysis found “students in online learning conditions performed better vs. those receiving f2f instruction” [but read the fine print]
But There Are Even Better Reasons...

- Comparisons are *shallow*

- *Deep*: effectiveness, improvement

- *Deeper*: transformation

The CEIT Model: Comparisons, Effectiveness, Quality Improvement, and Transformation:

Using **comparisons** to understand the key capabilities of online learning practices. **Effectiveness** evaluates online learning on its own terms. Quality **improvement** measures the effects of implementing changes. **Transformation** focuses on how implementing OL programs affect the institution.
Reason #5: Because Online Learning Is Effective

- **Think Effectiveness**
  - Look at affordances first, not delivery mode = 
- **Different types of effectiveness**
  - Learning effectiveness, cost effectiveness
- **The research also says so**
  - Hiltz et al., Kassop, NSSE, JALN, et al.:
OL Effectiveness Research & Conference Topics

- **Concept maps in DL/OL:**

- **Critical thinking skills and DL/OL:**

- **Reflection and DL/OL:**


Reason #6: Because Online Education Is an Improvement...

- *It’s a golden opportunity to reflect on, improve teaching and learning*

  - ‘Conversion experience’; faculty rejuvenation; a chance to innovate

  - More work? Often, yes -- but *rewarding* work

  - Losing jobs? No evidence, but it’s changing them (‘guide on side’; mentoring, facilitating, coaching)

- *New pedagogical approaches, rich learning resources*

- *The research again (Hiltz et al., Kassop, NSSE, JALN, etc.)*
Reason #7: Because Online Education Is Transformative...

- Why be transformative?
  - To respond to society’s calls (again)
    - society: educate everyone (no, we really mean it)
    - policymakers: > grads, > quality, < cost
    - business community: ‘need a whole new delivery system’
  - To meet emergent challenges: redefining knowledge, redistributing access, renegotiating authority, re-empowering learning, revitalizing the education enterprise
## Knowledge Is Undergoing an Historic Shift

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<th>Old</th>
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<tr>
<td>Where it resides</td>
<td>Inside academia: Campuses, libraries, profs</td>
<td>&gt; Outside academia: Internet, workplace, etc.</td>
</tr>
<tr>
<td>Where it’s produced</td>
<td>Inside academia: Campuses, libraries, profs</td>
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<td>How it’s shared</td>
<td>Sage on the Stage; Expertise</td>
<td>guide on side; Distributed, Contextual</td>
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<td>Size, timing, measure</td>
<td>Programs, courses; years seat time</td>
<td>JIT, PS, informal learning; soon/now; outcomes, competencies</td>
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<td>How fast it’s made</td>
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<tr>
<td>How new K is made</td>
<td>Manageable volume</td>
<td>Explosion of data =&gt; Unmanageable volume</td>
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The New Definition of Knowledge
• **Students:** not “self-disciplined,”, but “self-initiating”

• **Actually, it is going away (sort of)**
  
  • Blended, mobile, ubiquitous learning + exponentially increasing computing power, storage = assimilation
‘Course on a Stick’

- TESC FlashTrack courses:
  - Entire courses + full suite of applications
  - Enable portable computing online or offline
  - Soon every USB-ported device becomes a player
  - FIPSE-funded
‘Welcome aboard, MATE’

- **Mobile Accessible Technologies for Education program (California State University, Monterey Bay)**

- Rent mobile devices cheap

- Students use in class, for course projects

- Teachers integrate tools into curriculum

- Also FIPSE-funded

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**MATE your Equipment to your Needs**

These are some of the devices we have available for rent at CSUMB’s Tech Rent. Each device is available for a fraction of the retail cost, perfect for students on a tight budget who need access to technology tools for use in class and on course projects. Click on the links below to find out more about each device.

The goals are to integrate these tools across the curriculum in projects that extend the classroom to the community, allowing us to demonstrate new forms of mobile education that are accessible to all learners and in accordance with the principles of Universal Design for Learning.

**Devices**

- **The Kodak Z18 Pocket Cam**
  Need a good camera or camcorder but can’t afford one? Try renting one of our High Definition Pocket Cameras! They record perfectly for immediate uploading to the web!!!

- **WizCom Super Pen Translator Handheld Scanner**
  Need help with translating text? or need a quick way to scan text from books or letters? Try renting the Super Pen!

- **LiveScribe Pulse Smart Pen**
  Take perfect notes while recording live audio in the classroom and upload it all the your PC for easy review later!

- **Kurzweil 3000**
  Why pay up to $400.00! You can have temporary access or rent a portable USB copy to use for the entire semester.

- **Student Response Systems (Clickers)**
  Need a clicker for just one semester? Why pay almost $60.00 when you can rent for a fraction of the cost.

- **Sony e-Reader**
  Need to read your book on the go? Try out the Sony portable electronic reader. It can hold over 300 average size books and will also display pictures and play audio books! Perfect for trips.

- **Wacom Touch Pad**
  Need to get a little more hands on with your computer? Try one of these new Wacom Mult-Touch pads! It can recognize multi-Touch gestures in Windows or Mac.
Collaborative, Course-Sharing Consortia
The Cyberization of Education: Six Levels

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Online education could be here...
Questions?

• Contact info:

  • John Sener, Sloan-C - jsener@sloanconsortium.org

  • Sloan-C web site: www.sloanconsortium.org