

An Online Learning Case Study



Board of Governors Distance Learning Workshop
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Pop Quiz

 Online learning is:

1. A radical new approach to education
2. Inferior because it occurs mainly outside the classroom
3. Just one more attempt to force technology on the faculty
4. Something students will avoid at all costs
5. None of the above

Online Teaching & Learning

- Online teaching is teaching
- Online learning is learning
- The tools, times, and locations are different
- How might we look at online learning from a governance and public policy perspective?

Earlier Promises of “Transformation”



Why Do We Think Online Learning is Different?

The Web is...

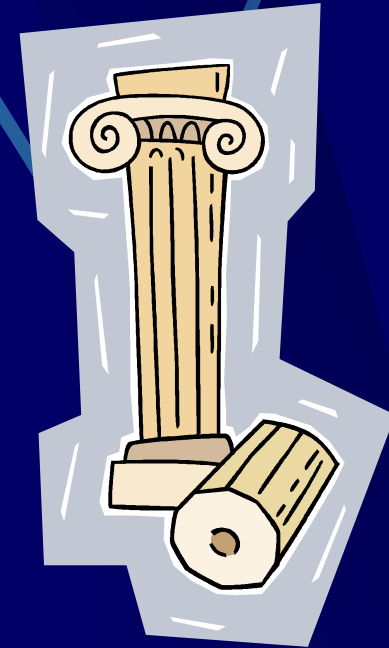
- Interactive & engaging
- Ubiquitous
- Multimedia
- Rich in resources
- Asynchronous
- Constructivist

And We've Added...

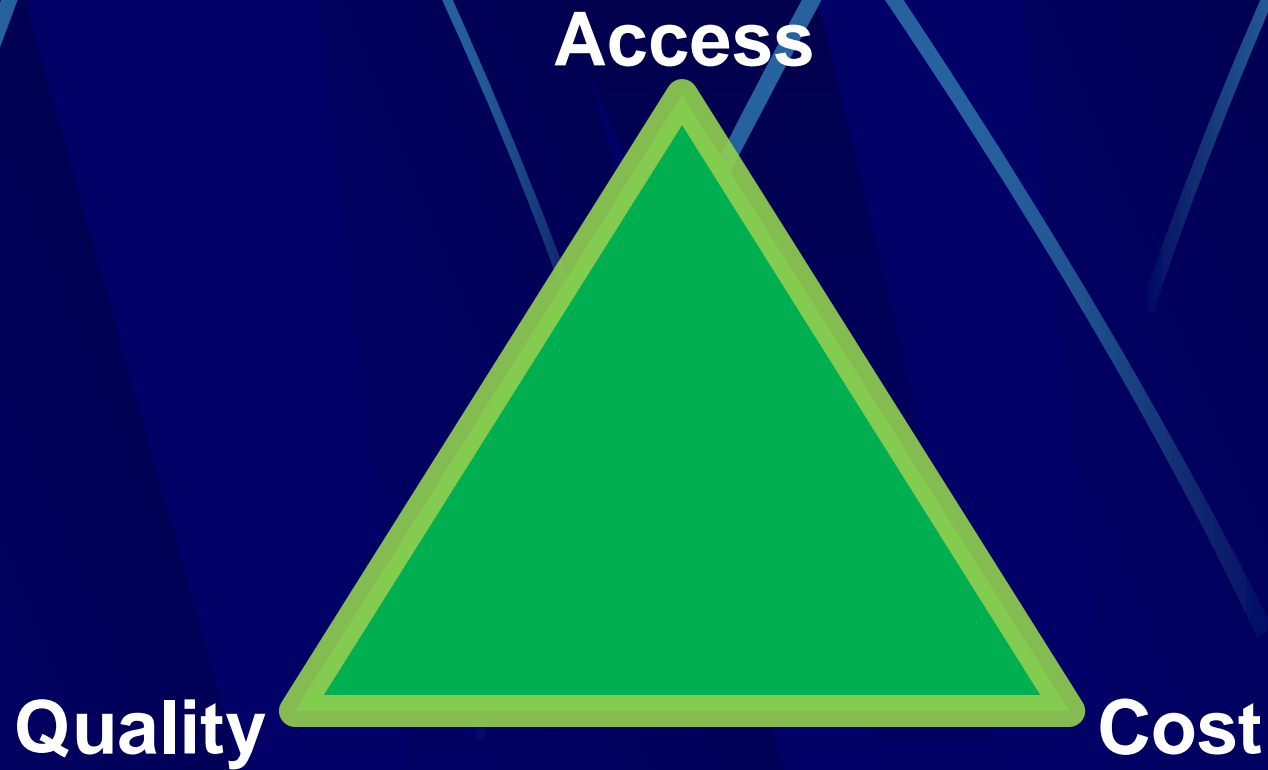
- Deeper institutional engagement
- Instructional design
- Faculty development
- Assessment
- Communities of practice

Sloan Consortium “Pillars” Quality Rubric

- Access
- Learning effectiveness
- Student satisfaction
- Faculty satisfaction
- Cost-effectiveness (scale)



The “Iron Triangle”



online@ucf

- Launched in 1995
- 25 online degree programs
- 25 online graduate certificate programs
- 1,250 blended learning courses
- Online learning now generates over 30% of all UCF student credit hours (AY 10-11)

online@ucf

- **W** - Fully online, no class meetings (Web)
- **M** - Blended learning (Web)
- **V** – Video Streaming, no class meetings
- **RV** – Video Streaming and class meetings

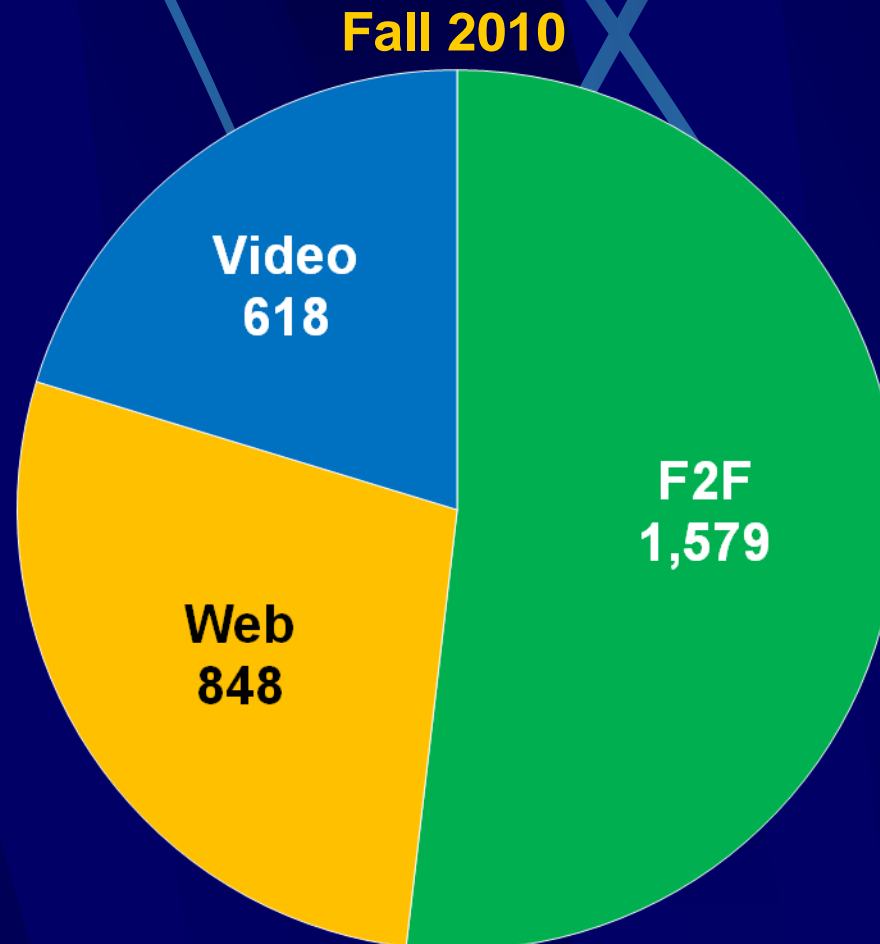
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**Fully
F2F**

**Fully
Online**

**Blended
Learning**

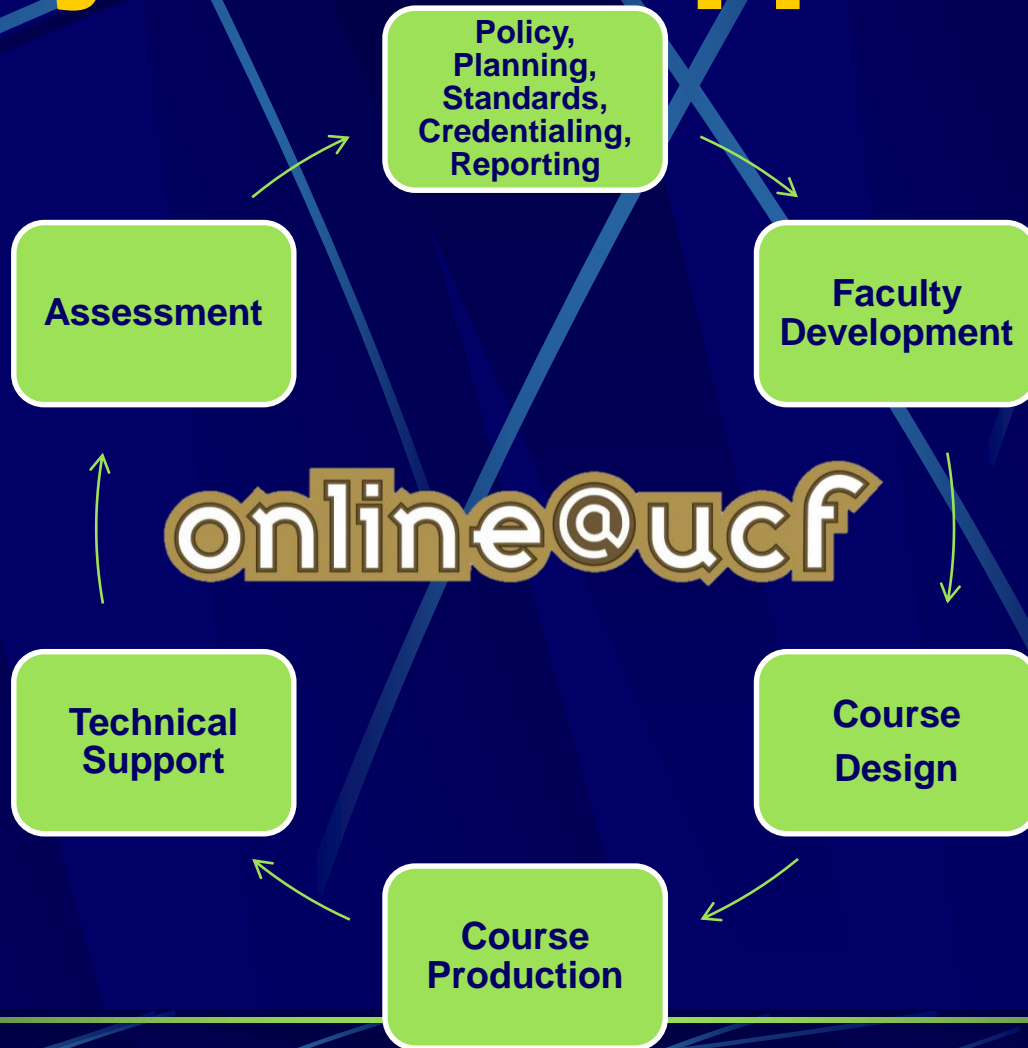
Course Sections in CMS



Information Technologies & Resources



A Systemic Approach



UCF Faculty Development

Web Essentials	IDV Essentials	ADL5000	IDL6543
Required to teach “Web-enhanced” Face-to-face	Required to teach lecture- capture/ video streaming course	Required to teach existing online/blended course	Required to design and teach original online/blended course
Technology Focus	Design and Delivery Focus	Pedagogy, Logistics, Technology Focus	Deeper Design, Delivery, and Teaching Focus
5 hrs	8 hrs	35 hrs	80 hrs

Ad hoc training, open labs, JIT Resources, and advanced topics sessions

New Pedagogical Approaches

FROM

- Active faculty
- Transferring knowledge
- Learning as an individual activity
- Faculty members as lecturers
- Tell-read-test

TO

- Active students
- Creating knowledge
- Learning as cooperative and collaborative
- Faculty as creators of learning environments
- Problem-based, active learning approaches

A Pedagogically Rich Environment

- Pedagogical diversity and experimentation
- A platform for integrating other technologies
- More assessment options
- Instructional design; production support
- Impacts teaching practice in and out of the classroom

Ten Steps to Quality

- Institutional strategy for online learning
- Systemic approach
- Faculty development
- Course design and development support
- Online student support

Ten Steps to Quality

- Online library and academic services
- Robust and reliable infrastructure
- Effective organizational model
- Proactive policy development
- Data collection and assessment

UCF Online Learning Impact Evaluation

Students

Faculty

Success

Online programs

Retention

Writing project model

Reactive behavior
patterns

Higher order
evaluation models

Generational
comparisons

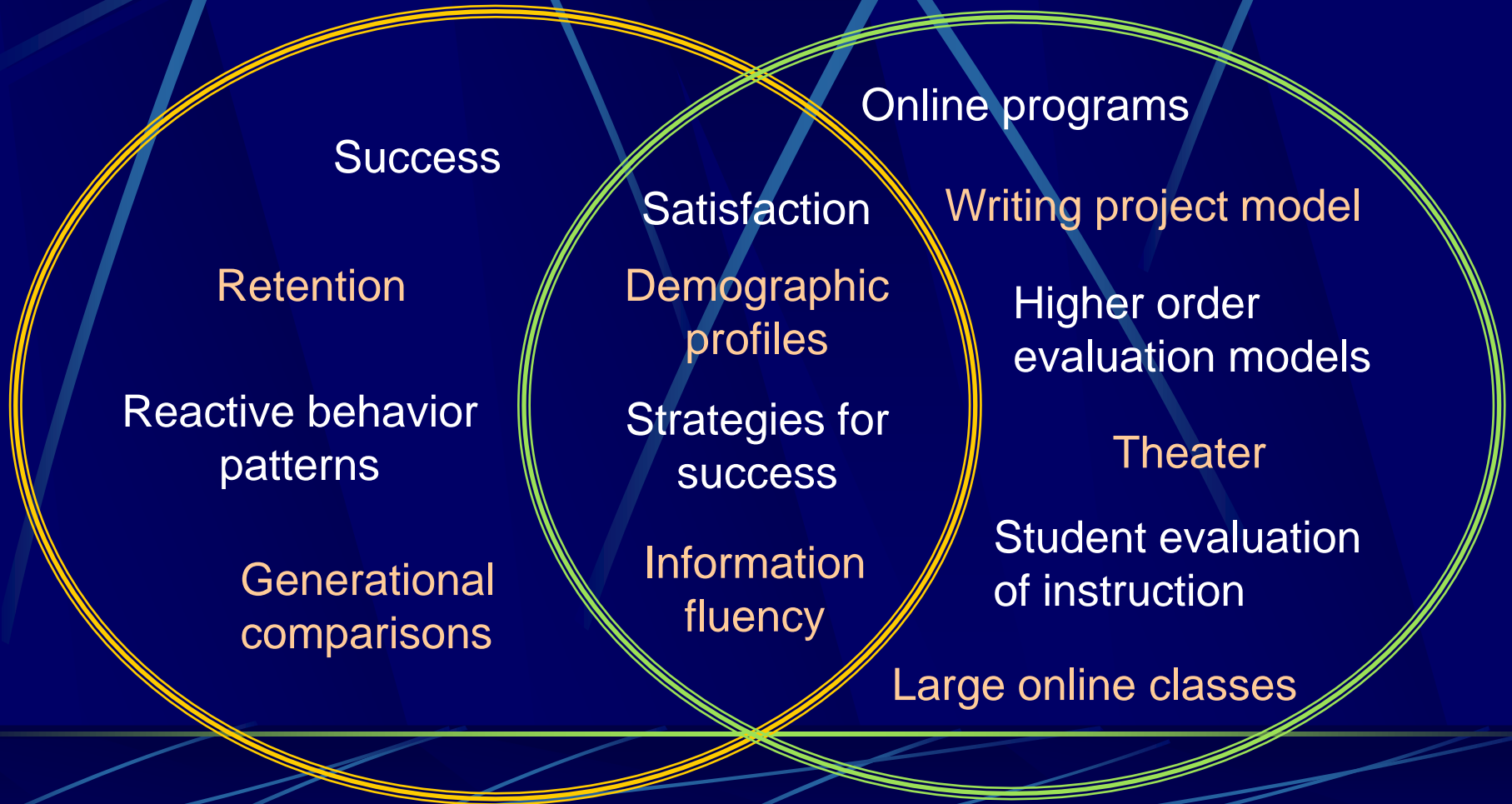
Satisfaction
Demographic
profiles
Strategies for
success

Theater

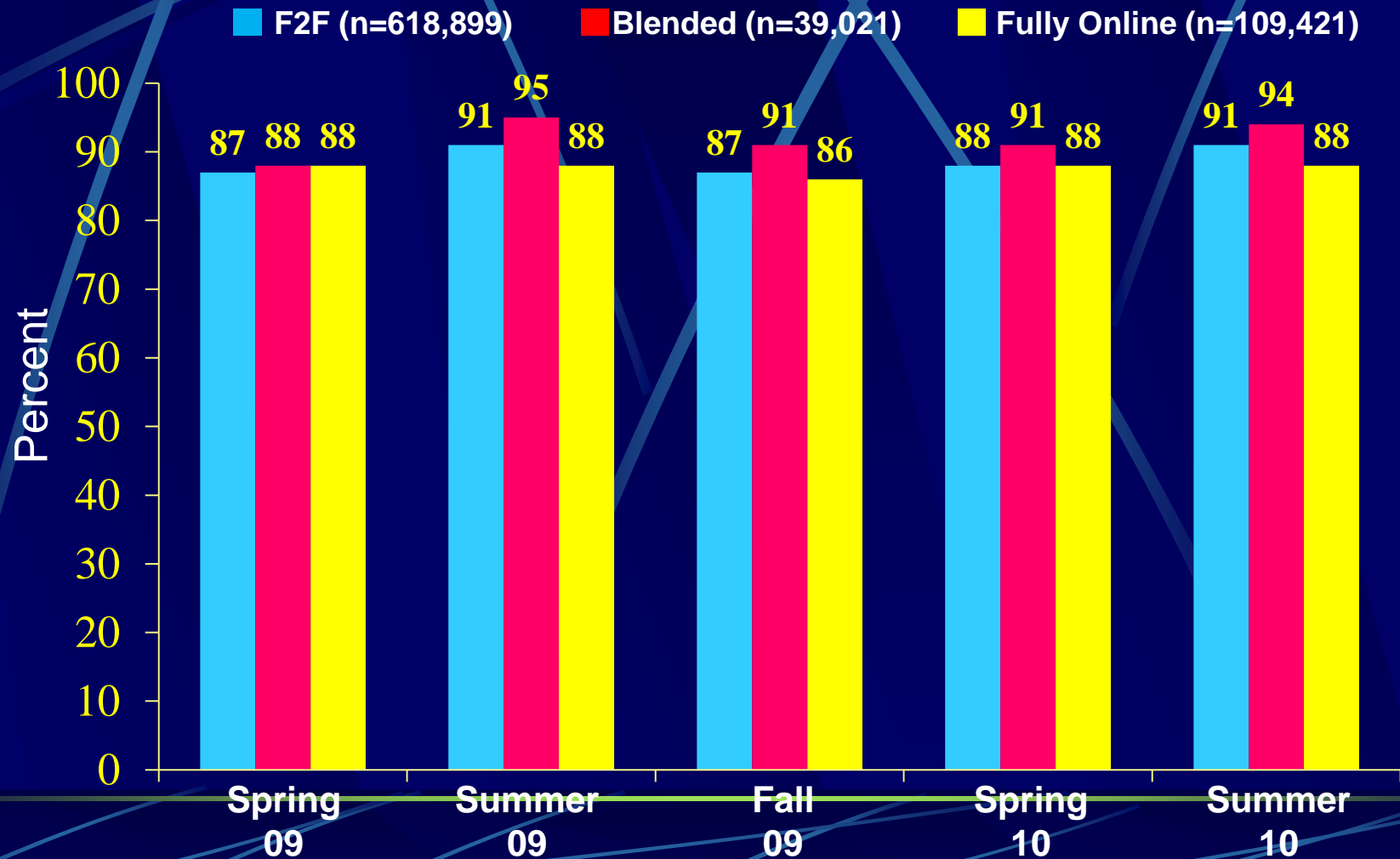
Student evaluation
of instruction

Information
fluency

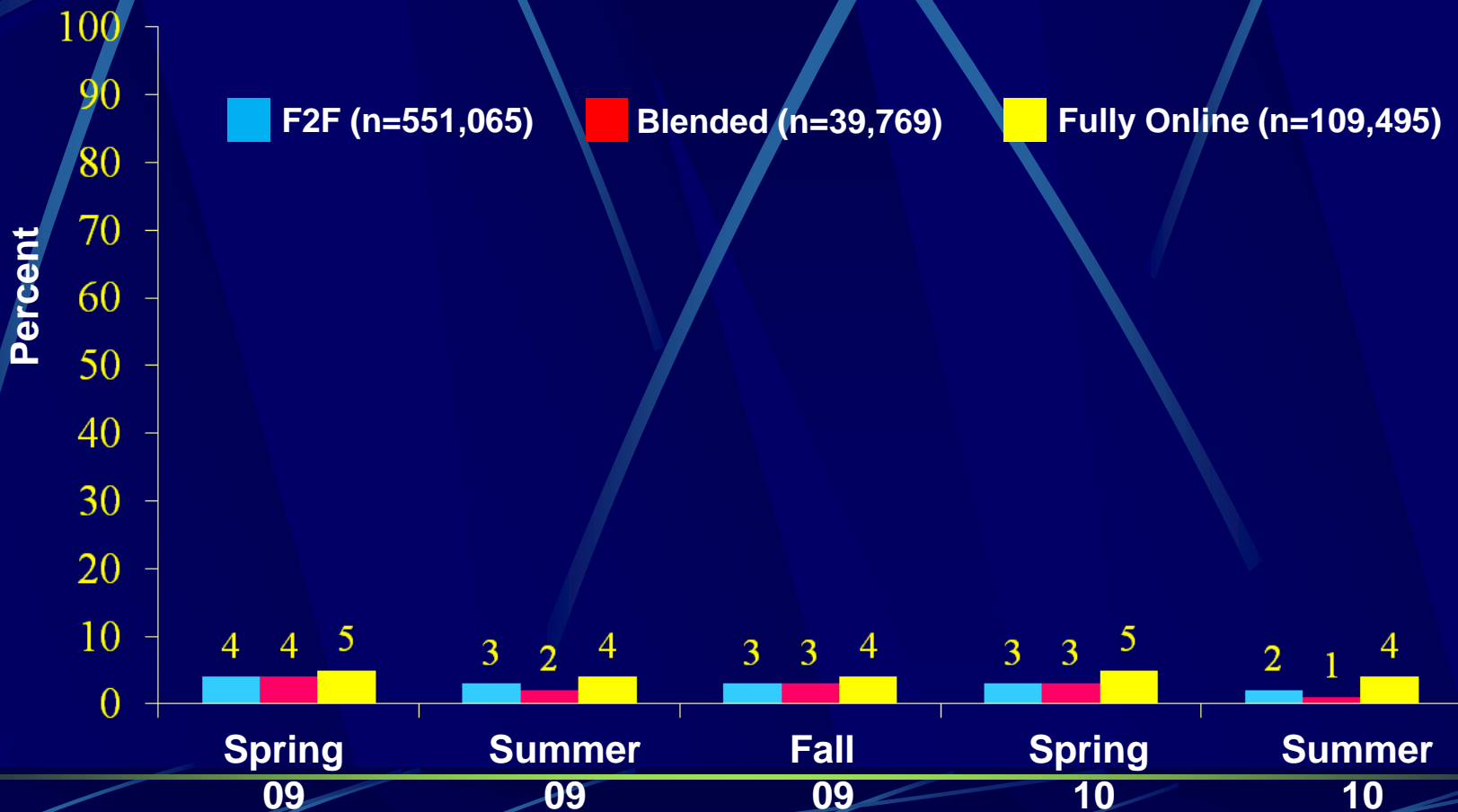
Large online classes



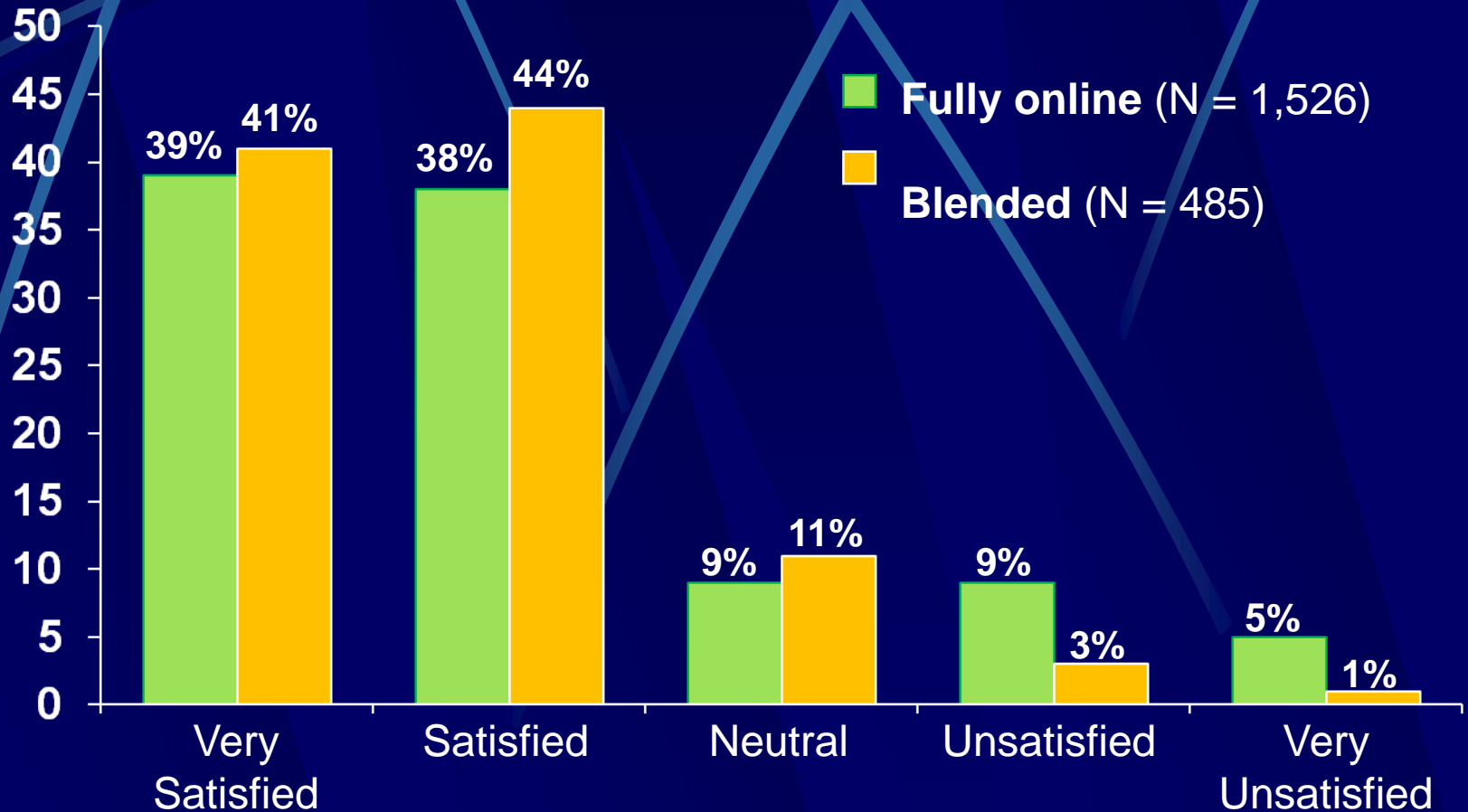
Success Rates by Modality



Withdrawal Rates by Modality








Student Satisfaction



Overall Student “Excellent” Ratings*

*N = 672,185

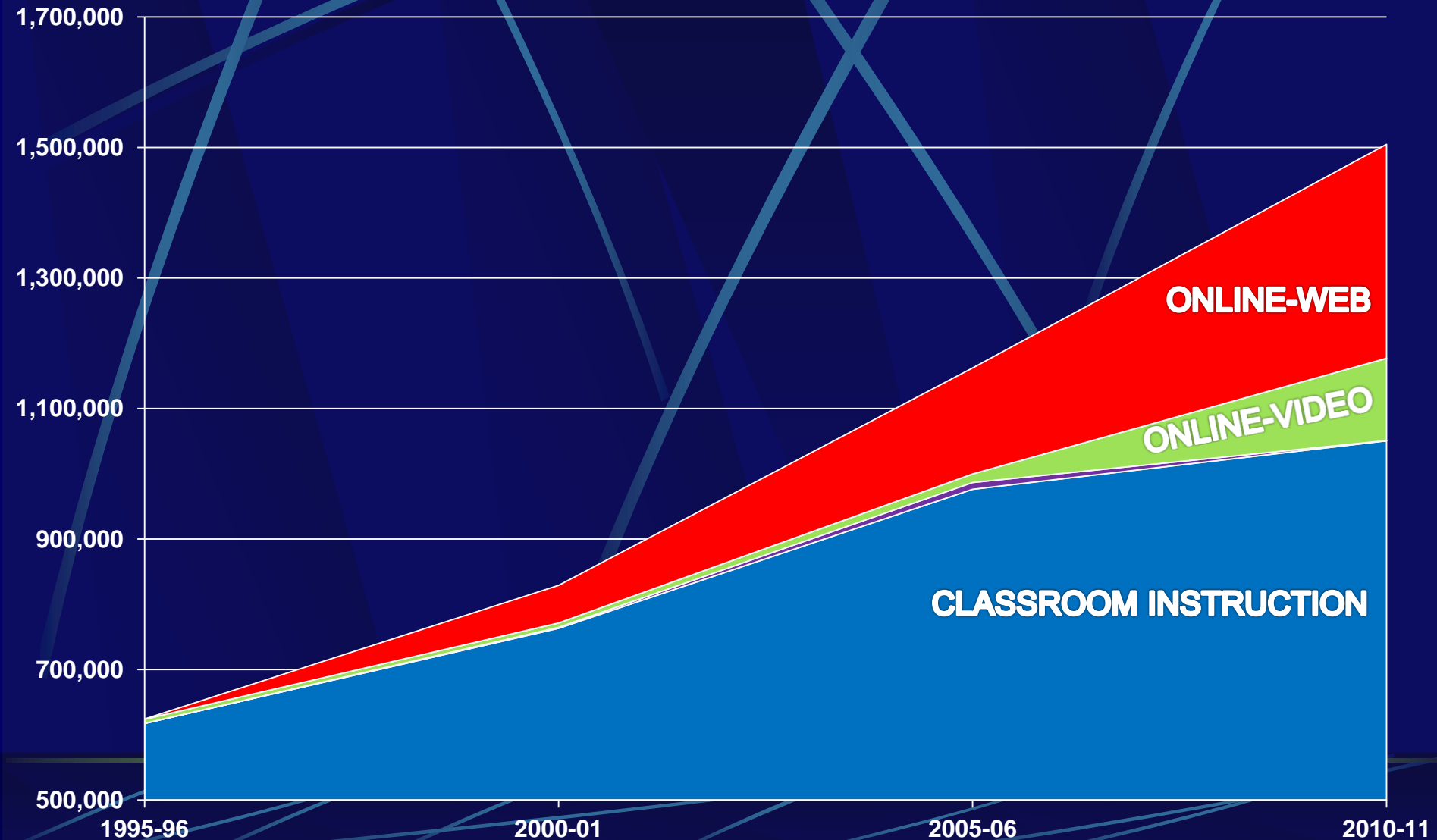
 Blended Learning	52.1%
 Fully Online	48.3%
 Face-to-Face	48.2%
 Video (blended)	43.4%
 Video (fully online)	41.6%

Students' Perceptions About Online Learning

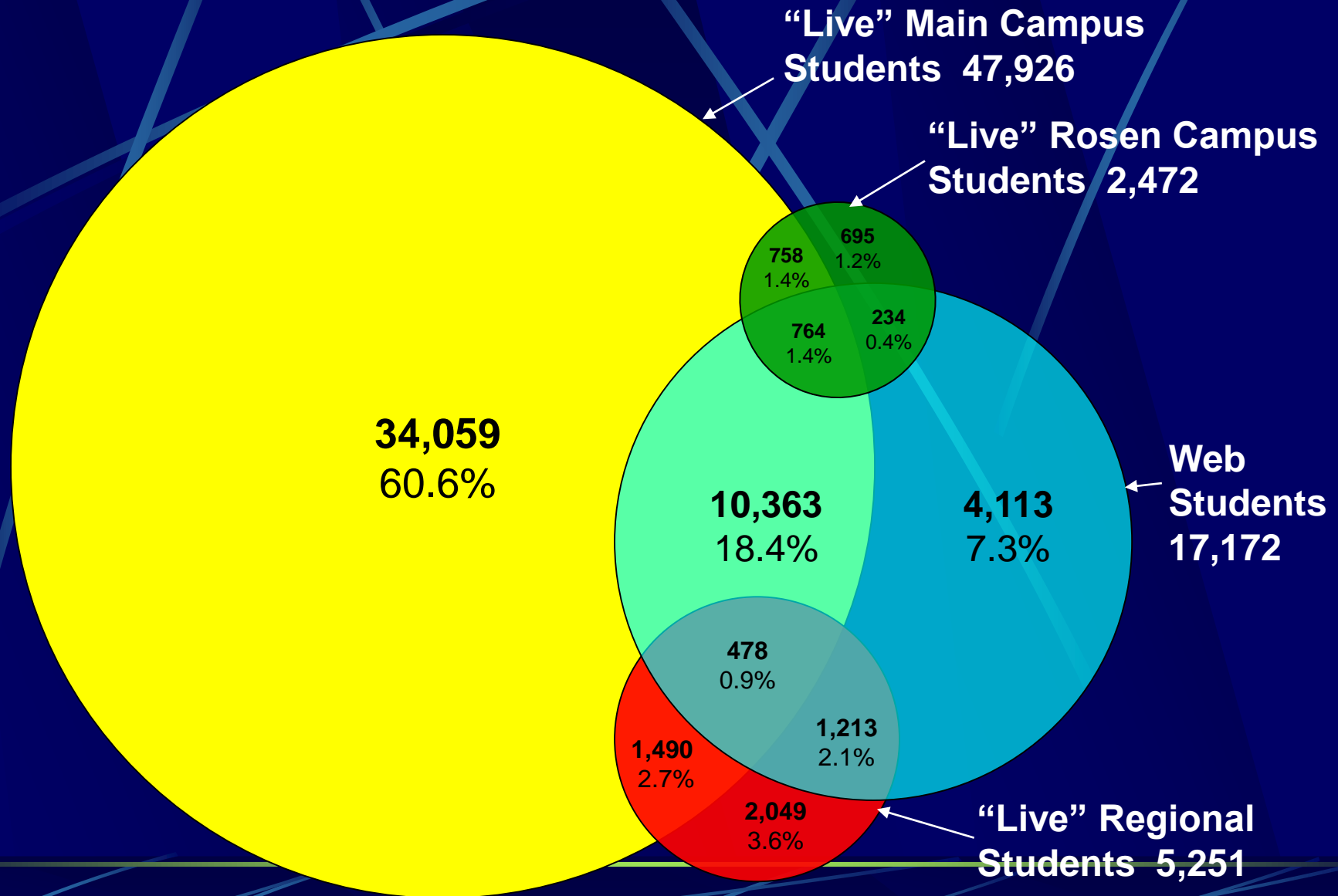
- Convenience
- Reduced logistical demands
- Increased learning flexibility
- Technology-enhanced learning

Reduced
Opportunity
Costs for
Education

Sources of UCF SCH Growth



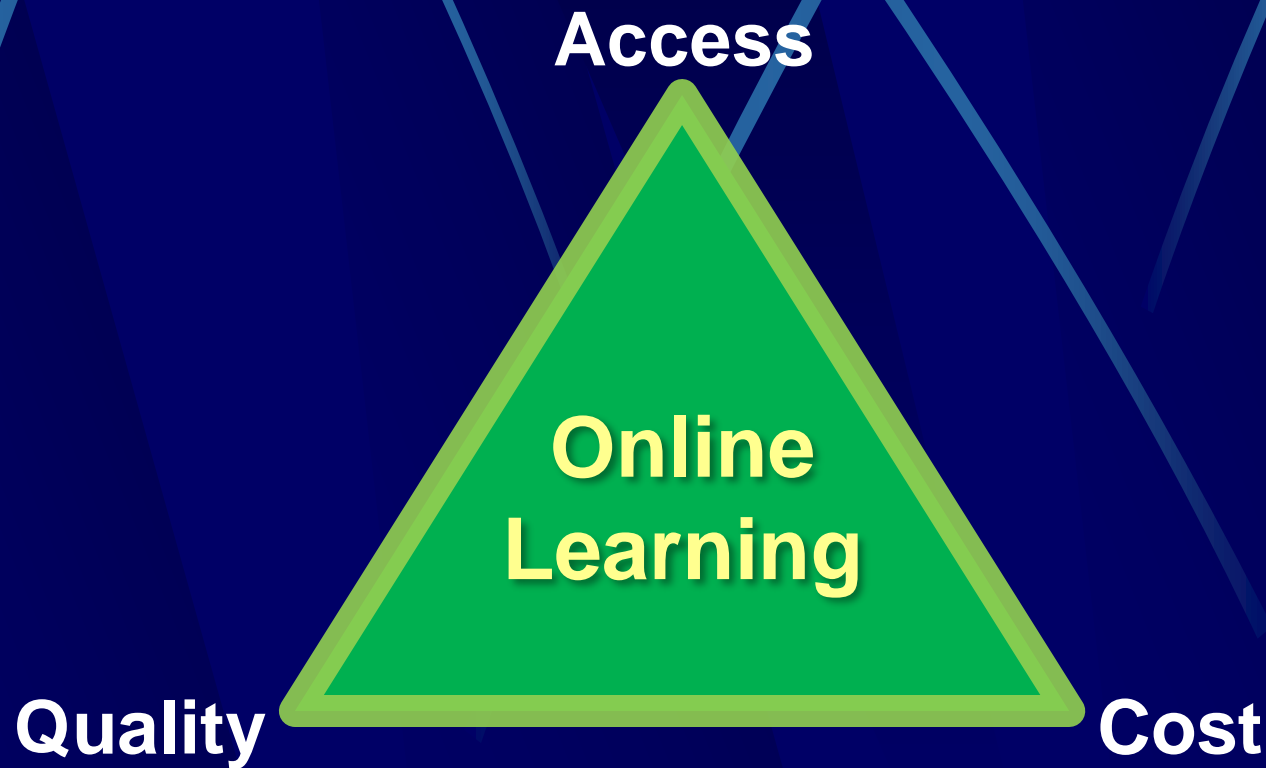
Fall 2010 Total Headcount



Cost Perspectives

- How does e-learning compare with traditional classroom learning?
 - instructional costs
 - enrollment per course section
 - Infrastructure and specialized personnel
 - more efficient use of facilities
 - growth / access

The “Iron(?) Triangle”



Online@UCF Recognition

Sloan Consortium

- 2010: Excellence in Online Teaching (Glenda Gunter)
- 2009: Excellence in Online Teaching (Susan Wegmann)
- 2008: Inaugural Ralph E. Gomory Award for Quality Online Education (unit award emphasizing the five pillars)
- 2005: Outstanding Achievement in Online Education by an Individual (Chuck Dziuban)
- 2003: Excellence in Faculty Development for Online Teaching (unit award)

EDUCAUSE

- 2005: Teaching and Learning Award for Online Program

United States Distance Learning Association (USDLA)

- 2000: Excellence in Distance Learning Program Award

American Productivity and Quality Center and State Higher Education Executive Officers (APQC-SHEEO)

- 1998: Faculty Development Award for Teaching with Technology (Online@UCF)

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