From the eye of a faculty developer: addressing quality issues in online learning

Aziza Ellozy,
Founding Director, Center for Learning and Teaching (CLT)
Associate Dean for Learning Technologies

V Congreso Cread Andes Y Encuentro Virtual Educa Ecuador,
Nov 25-28, 2015
Background:
The American University on Cairo (AUC)
Background: AUC at a glance

- Founded in 1919
- Independent, non-profit institution accredited by MS Commission on H.Ed.
- 5,300 Undergraduates
- 1,200 Graduate Student
- Faculty/student ratio: 1 to 11.7
- Diverse Faculty body: 51% Egyptian, 31% American and 18% others
The F2F to online spectrum

- Traditional F2F (no online component)
- Technology enhanced (no reduction in F2F contact time)
- Blended Learning (reduction in F2F contact time)
- Mostly online (supplemental or optional F2F contact)
- Completely online (no F2F component)
COLLABORATION WITH THE ARAB MOOC PLATFORM EDRAAK (Queen Rania Foundation)

CLT is supporting the pedagogical design and assessment of AUC MOOCs.

MOU signed in May 2014, Amman, Jordan
Massification has increased dramatically in the last few decades.
“While some developing countries still educate fewer than 10 per cent of the [18-21] age group, almost all countries have dramatically increased their participation rates.”
Massification

Students enrolled in H. Ed

2000 : 99.4 million
2030: 414.2 million
Massification

ONLINE LEARNING helps meet high demand for access to education
“The need to respond to the demands of massification has caused the average qualification for academics in many countries to decline”

Most frameworks focus on key categories
QUALITY IS DESIGNED IN THE COURSE
Quality assurance in online learning

much more of a course is “visible” to scrutiny by third parties

<table>
<thead>
<tr>
<th>Differences in Quality Assurance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FACE TO FACE</td>
<td>ONLINE</td>
</tr>
<tr>
<td>Course outline</td>
<td>reviewed by peers, expert learners, advisory committees and others</td>
</tr>
<tr>
<td>Course outline</td>
<td>reviewed by peers, expert learners, advisory committees and others</td>
</tr>
<tr>
<td>Course materials</td>
<td>Not fully available for peer review</td>
</tr>
<tr>
<td></td>
<td>“captured” for subsequent use – fully available for peer review</td>
</tr>
<tr>
<td>Student-faculty interaction</td>
<td>Not fully available for peer review</td>
</tr>
<tr>
<td></td>
<td>“captured”– fully available for peer review</td>
</tr>
<tr>
<td>Student-student interaction</td>
<td>Not fully available for peer review</td>
</tr>
<tr>
<td></td>
<td>“captured”– fully available for peer review</td>
</tr>
<tr>
<td>Student satisfaction</td>
<td>end of course evaluations and/or qualitative feedback</td>
</tr>
<tr>
<td></td>
<td>end of course evaluations and/or qualitative feedback</td>
</tr>
<tr>
<td>quality of student work</td>
<td>Samples available to look at quality</td>
</tr>
<tr>
<td></td>
<td>Fully captured and available for review</td>
</tr>
<tr>
<td>Quality marking standards</td>
<td>Samples available to look at quality</td>
</tr>
<tr>
<td></td>
<td>Fully captured and available for review</td>
</tr>
</tbody>
</table>
Significant Challenges Impede Expanding Online Education

Resistance to change

What does research tell us?

Most significant barrier

1. Low Digital Fluency of faculty*
2. Faculty resistance to teaching online

Sources: *Horizon report 2014
Managing Online Education, WCET The Campus Computing Project, Nov. 2010
The Diffusion of Innovation  
Rogers, E.M.

or Not all Faculty Members Are Alike

Technology adoption

Pedagogical innovation

The Diffusion of Innovation by Rogers, E.M.

or Not all Faculty Members Are Alike

Technology adoption

Pedagogical innovation

http://www.softwareandi.com/2012/02/do-agile-estimation-techniques-really.html
FACULTY RESISTANCE

Reasons are complex*

- Cannot keep up with pace of development
- Technology is “disruptive”
- Time commitment

Sources:
Horizon Report
Managing Online Education, WCET The Campus Computing Project, Nov. 2010
I am here

I should start here

But I really should’ve been here

I think I will just keep doing what I have been doing
TECHNOLOGY AND THE PARADOX OF CHOICE
As we face more options, we become overloaded. Choice no longer liberates; it debilitates.

FACULTY RESISTANCE

- Not totally convinced that technology makes a difference

Sources: Horizon Report
Managing Online Education, WCET The Campus Computing Project, Nov. 2010
FACULTY RESISTANCE

- Reward system lacking

Sources: Horizon Report
Managing Online Education, WCET The Campus Computing Project, Nov. 2010
Age old competition: teaching vs. research

Reward system favors research
Faculty recognize that online learning opportunities can promote access to higher education but are more reserved in their expectations for online courses to improve outcomes.
ONLINE LEARNING

\[ \frac{1}{3} \text{ of faculty have taught an online class in the past year} \]

Of those faculty, 62% say online learning will lead to pedagogical breakthroughs.

Top 4 motivators in getting faculty to use more technology*

1. Evidence that students would benefit
2. Release time to redesign courses
3. Confidence that technology would work as planned
4. A better understanding of Teaching and Learning-relevant technologies

What does research tell us?

Best Practices in online learning
What does research tell us?

Synthesis of selected scholarly works**

** From “Preparing for the digital university” G. Siemens, D. Gasevic and S. Dawson (Feb. 2015)
Best practices

Well-designed courses with interactive and engaging content

Structured online discussions with clear guidelines and expectations

To foster learning

Instructor monitoring and facilitating discussions

**From "Preparing for the digital university" G. Siemens, D. Gasevic and S. Dawson (Feb. 2015)**
Best practices

In online environments

- Providing individualized, timely, and formative feedback

Facilitating student collaboration

To foster learning

- Mechanisms to prompt reflection and self-assessment

**From “Preparing for the digital university” G. Siemens, D. Gasevic and S. Dawson (Feb. 2015)**
Best practices

Continuous monitoring of student progress

Flexible deadlines

In online environments

Continuous instructor involvement

To foster learning

** From “Preparing for the digital university” G. Siemens, D. Gasevic and S. Dawson (Feb. 2015)**
“...this also implies a **more complex role for the instructor** in online environments. “

“...further research might be on how to support instructors to teach more effectively “

“Preparing for the digital university” G. Siemens, D. Gasevic and S. Dawson (Feb. 2015)
Summarizing

- Importance of learner-centered course design
- Importance of interactivity
- **Key role of the faculty in delivering online courses**

Well trained faculty
Preparing qualified faculty for online teaching

- Provide support through formal institutional centers for teaching, learning and technology

Marek, K. (2009)
FACULTY DEVELOPMENT PROGRAMS

• There are many models of faculty development

• Each must fit the institution’s culture
<table>
<thead>
<tr>
<th>APPROACHES TO ENGAGE FACULTY IN BLENDED LEARNING*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Lone Ranger“ (faculty innovators and early adopters)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROACHES TO ENGAGE FACULTY IN BLENDED LEARNING*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The “Lone Ranger”</strong></td>
</tr>
<tr>
<td>(faculty innovators and early adopters)</td>
</tr>
<tr>
<td><strong>The “Boutique Approach”</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

# Approaches to Engage Faculty in Blended Learning*

<table>
<thead>
<tr>
<th>Approach</th>
<th>Description</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Lone Ranger” (faculty innovators and early adopters)</td>
<td>Tend to “go it alone”</td>
<td>- Initiatives do not scale well</td>
</tr>
</tbody>
</table>
| The “Boutique Approach”                       | One-on-one support provided to faculty members  | - Satisfying to both faculty member and professional staff/faculty developer.  
                                                  |                                                   | - Not scalable to large numbers of faculty                                    |
| The Systemic Approach                         | Capacity building to support large numbers of faculty | Challenge: achieve scalability and maintain quality                        |

### Approaches to Engage Faculty in Blended Learning*

<table>
<thead>
<tr>
<th>Approach</th>
<th>Description</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Lone Ranger”</td>
<td>Faculty innovators and early adopters tend to “go it alone”</td>
<td>Initiatives do not scale well</td>
</tr>
<tr>
<td>The “Boutique Approach”</td>
<td>One-on-one support provided to faculty members</td>
<td>Satisfying to both faculty member and professional staff/faculty developer.</td>
</tr>
<tr>
<td>The Systemic Approach</td>
<td>Capacity building to support large numbers of faculty</td>
<td>Not scalable to large numbers of faculty</td>
</tr>
</tbody>
</table>

#### Support Areas Needed

<table>
<thead>
<tr>
<th>Faculty Development</th>
<th>Course Development</th>
<th>Assessment</th>
<th>Learner Support</th>
<th>Infrastructure</th>
</tr>
</thead>
</table>

Institutions that are leaders in the field bring under one roof the range of expertise needed.

Source: https://openclipart.org/detail/222470/thingy
The Center for Learning and Teaching at AUC: AN INTRODUCTION
The Center for Learning and Teaching at AUC

Instructional Technology is an integral part of a comprehensive Faculty Development Program.

Pedagogy

Assessment

Integration of Technology

Outreach /Collaboration with local, regional and international institutions
Providing opportunities for **collaboration, professional development and experimentation**

Proceeding with **incremental innovations**
Number of Faculty using STAs/year

- 2003-4
- 2004-5
- 2005-6
- 2006-7
- 2007-8
- 2008-9
- 2009-10
- 2010-11
- 2011-12
- 2012-13
- 2013-14

Academic Year

Student Technology Assistants Program

- Training and Developing Courses on Blackboard and Moodle
- Assisting Faculty with Web 2.0 Technologies
- Training Faculty on the use of Lecture Capture
- Assisting Faculty with Google Applications
- Supporting Faculty with the use of Clickers
- Providing First Line Support for Turnitin.com

STA services ... + more
WORKSHOP AND SYMPOSIA ATTENDANCE OVER THE YEARS
“I cannot thank you enough for such wonderful support. The surveys will really help to further improve my offering in the second half of the term. Feedback from the students was really encouraging and constructive.” (2014)

Ezzeldin Yazeed Sayed-Ahmed, Construction Engineering
New Chalk Talk Readership (N=124)

Please indicate how often you read the CLT Newsletter (New Chalk Talk)"
From faculty survey F2010

Number of issues/year

- Never: 2.4%
- Occasionally: 21.0%
- Frequently: 37.1%
- Every Issue: 39.5%
"...the past decade has seen online teaching and learning evolve from an experimental intervention to a legitimate component of contemporary higher education"

"The question is no longer whether online education is as good as face-to-face instruction, but rather how to prepare and support faculty in the online environment and ensure that students achieve important learning outcomes ..." (Moskal et.al, 2006)