Faculty Development Dinner-Meeting
March 25, 2010

The State of
# Online Education at Trevecca

Welcome

From the Faculty Development Committee

Intended Outcomes

At the end of this session, participants will
- understand the historical progression leading to TNU's online course offerings
- list benefits and challenges of face-to-face and online instructional delivery systems
- identify colleagues with real-time experience with electronic distance courses with whom to continue discussions
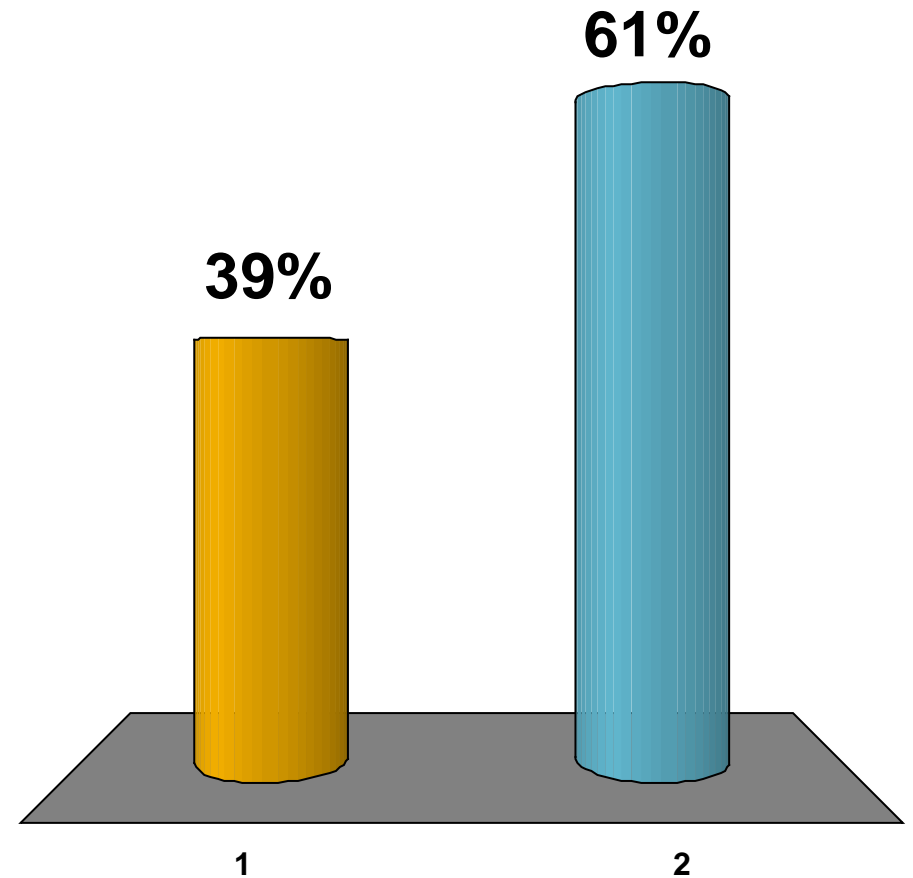
Have you participated in an online course as a *student?*
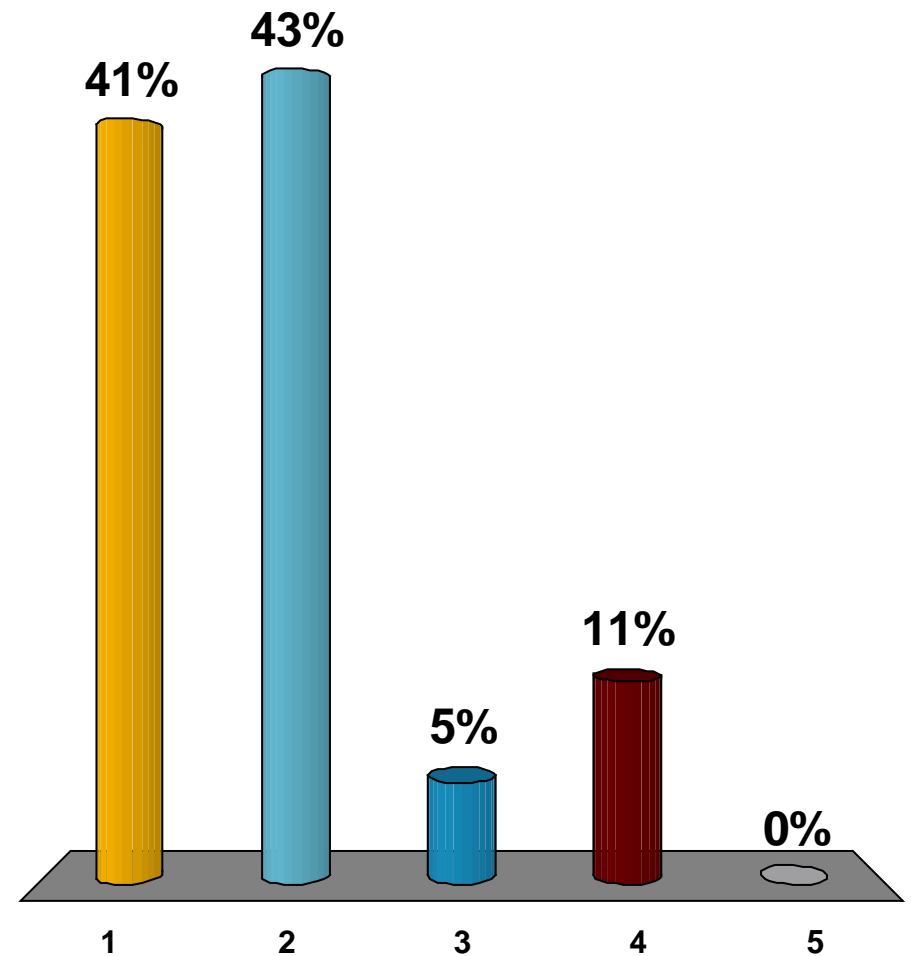
1. Yes
2. No

32%

68%

1

2
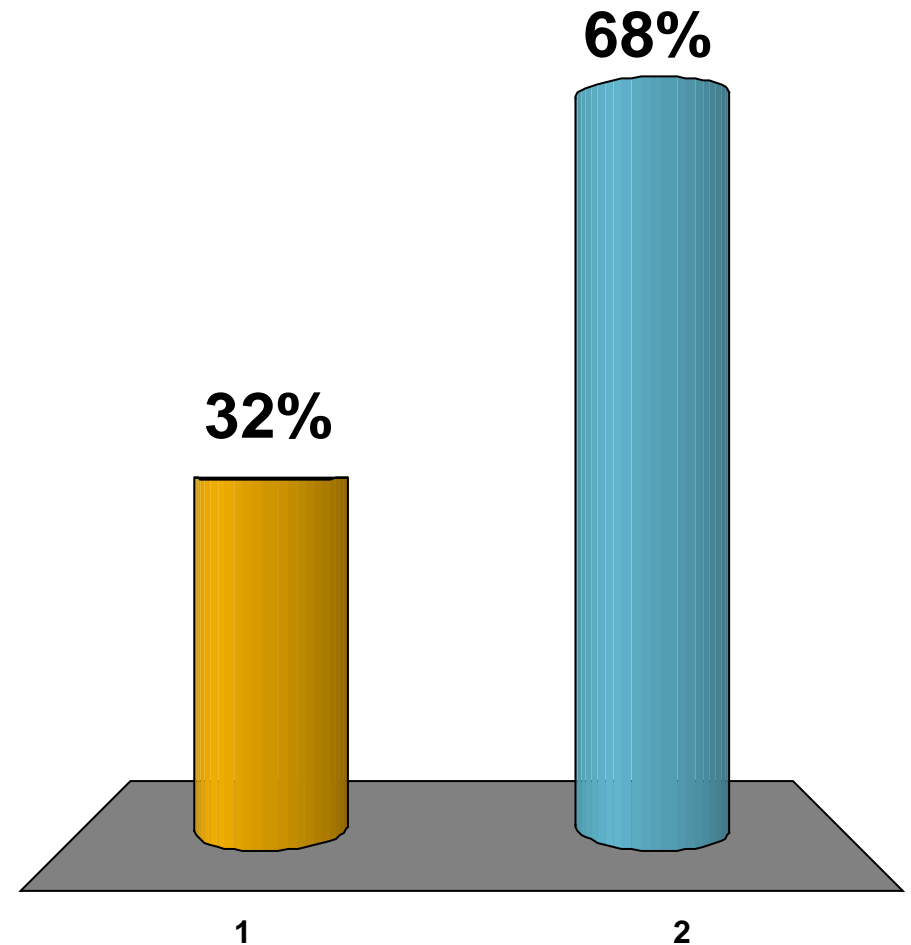
Have you participated in an online course as an *instructor*?

1. Yes
2. No

39%

61%

Higher education online enrollment is growing faster than total enrollment.

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

Higher Educ. Enrollment Growth*

- Over 4.6 million students were taking at least one online course during fall 2008 term, up 17% over the previous year
- Overall higher educ. enrollment grew at 1.2%
- More than one in four higher education students now take at least one course online each year

* Allen and Seaman. *Learning on Demand: Online Education in the United States, 2009.* Babson Survey Research Group, 2010. 1. Web access 3/24/2010: http://www.sloanconsortium.org/publications/survey/learning_on_demand_sr2010

Online education is critical to the long-term strategy for TNU. (opinion)

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree
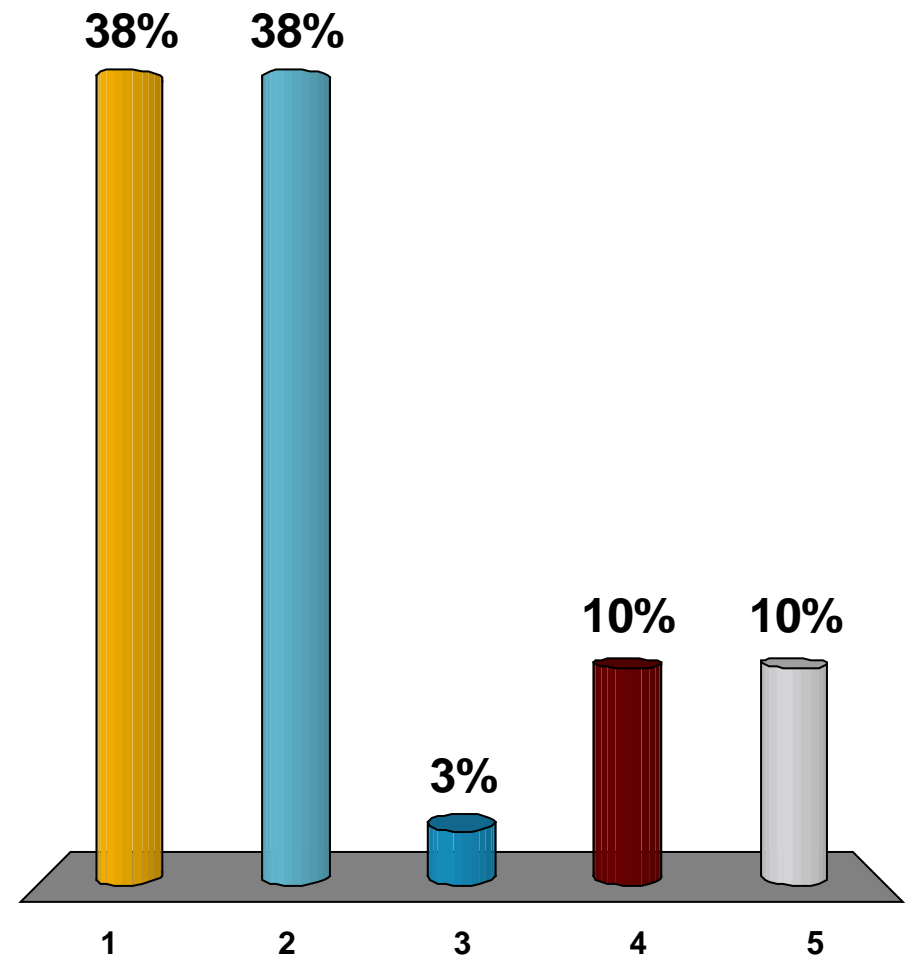
What brought TNU to consider online teaching?

Presenter: Dr. Carol Maxson

Changing Landscape

- Increase in transfer credits from online courses
- Increase in graduate & terminal degrees from online programs
- Loss of student credit-hours when TNU students take online course from competing institutions to meet graduation requirements
- Non-traditional program opportunities (Salvation Army, MHR, etc.)
- Pilot tests of individual courses & platforms, BSIT, MOL, Gen Ed (synchronous, asynchronous, hybrids)
- Growing TNU adult education & graduate programs
- Meeting the needs of constituents
- Survival!

Panel Members

Jea Agee
Ed Anthony
Penney Cardin
Dean Diehl
Lena Welch

Panel Question

- What direct experience have you had with online courses?
- What was your general satisfaction/ frustration level with the online educational experience?
- What orientation or preparation did you receive that facilitated your online experience?
- What judgments have you reached about online instruction as an instructional tool in higher education?

# Dinner

Discussion Groups

Round 1: Dinner table groups

Round 1: Discussion Questions

* Appoint a recorder/reporter

1. What are the apparent advantages and disadvantages of online instruction? OR
2. What are the apparent advantages and disadvantages of face-to-face instruction? AND
3. What training would face-to-face instructors need before teaching online?

Are learning outcomes in Online comparable to Face-to-Face?

1. Superior
2. Somewhat superior
3. Same
4. Somewhat inferior
5. Inferior

3% 5% 46% 38% 8%

1 2 3 4 5
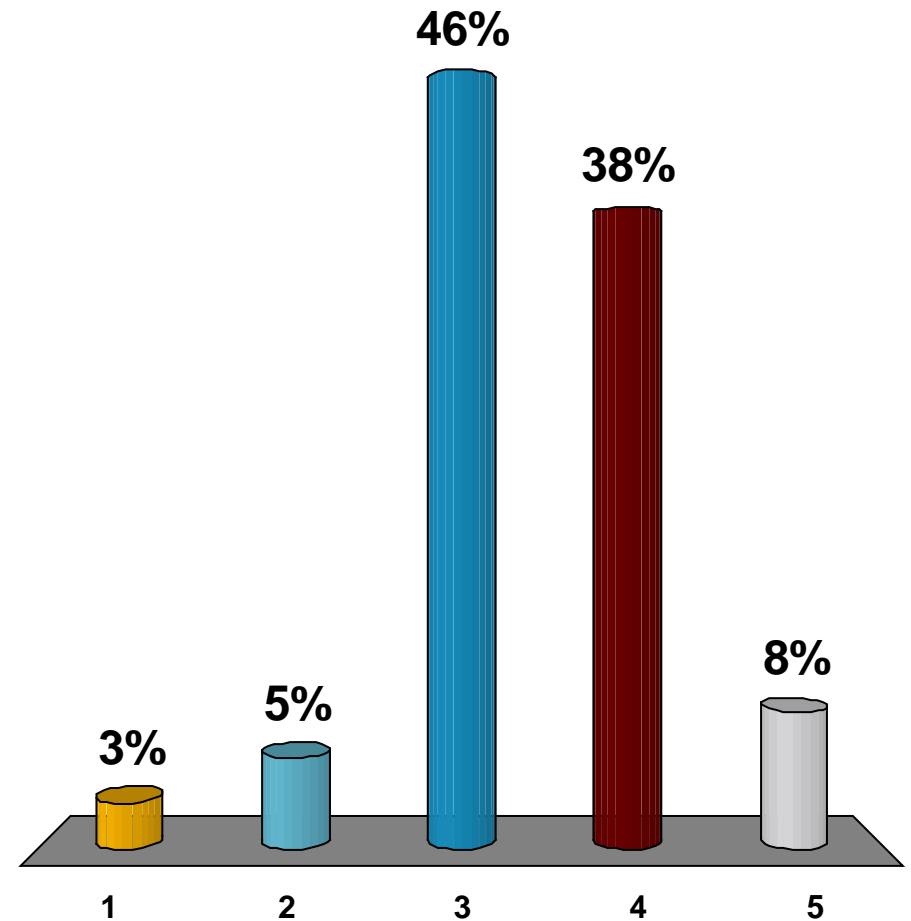
Student Learning Outcomes

- "Since first measured in 2003, the proportion of chief academic officers reporting that the learning outcomes for online compared to face-to-face as the 'Same', 'Somewhat Superior', and 'Superior' has increased from 57 percent to 68 percent" *

* Allen and Seaman. *Learning on Demand: Online Education in the United States, 2009.* Babson Survey Research Group, 2010, 14.

Discussion Groups

Round 2: Department table groups

Round 2: Discussion Questions

* Appoint a recorder/reporter

1. What benefits might result from teaching some departmental courses online?
   - For department/institution?
   - For faculty?
   - For students?
2. What courses in our department's curriculum would be potential candidates to be taught online?

Next Steps

Quality Expectation

1. TNU and her faculty are expected to provide
   - ✓ high quality learning experiences that
   - ✓ produce meaningful and appropriate student learning outcomes in every course
   - ✓ regardless of the educational delivery system used.
2. Student learning outcomes are tied to *Catalog* courses (i.e., REL 2000) and should be consistent across different sections of the same course.
3. Qualifications for instructors in each course are defined by the academic department in compliance with University and SACS requirements.

Online education is critical to the long-term strategy for TNU. (opinion)

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

41% 29% 5% 20% 5%

1 2 3 4 5
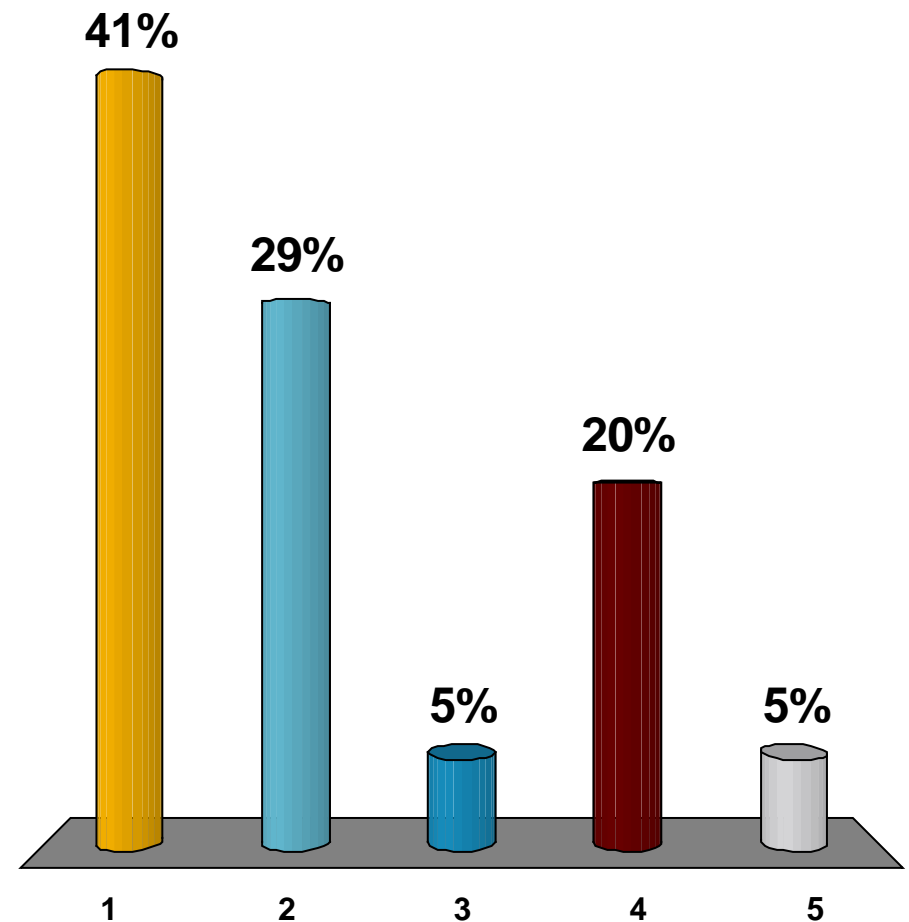
Next Steps: Learn

- Continue the conversation with colleagues
- Seek direct experience with online education
- Explore research literature in electronic and distance education
- Learn about best practices in online (and campus-based) instruction
- Explore various Learning Management Systems: Angel, Claroline, Adobe Connect, NBC d-learning, . . .

Next Steps: Prepare

- Train as an online instructor

Would you take an online course to learn more about teaching in an online environment?

1. Yes
2. No

71%

29%

1   2
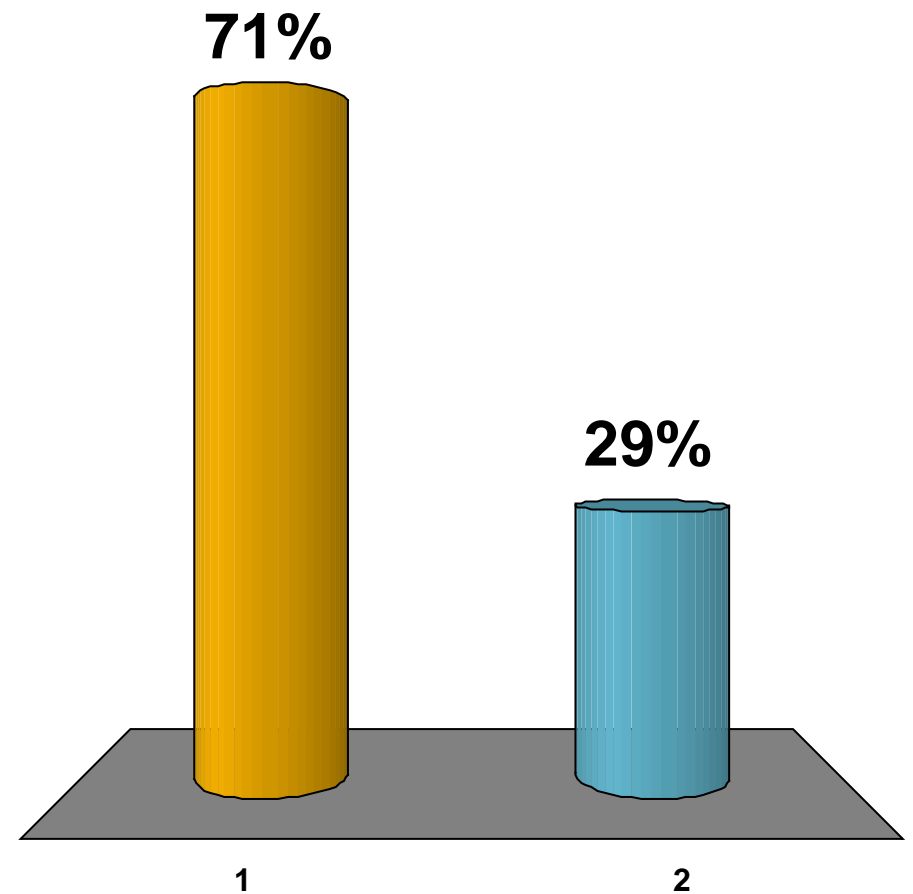
Instructor Training

- Only 19% of institutions that offer online programs *do not* require instructor training

- Most training is provided by in-house specialists or through mentorship programs

TNU Training through NBC

- Nazarene Bible College (offering online programs since 1999) provides training to TNU faculty in online teaching

  - 10 TNU faculty have completed training
  - 3 are in Week 4 of the 6-week course
  - 6 are enrolled in the next two sessions

Next Steps: Implement

- Develop an online course (hybrid campus course, department course, GenEd, . . .)
- Teach an online course
- Share results with colleagues

Closing Questions