Online Education: Heading toward the Future
2pm (ET) on Thursday, June 22, 2017

As online education moves into the mainstream, concerns about technology are receding while a focus on quality is taking center stage: What is it? How do you measure it? How do you sustain it? And when obstacles arise, what strategies can professors, instructional designers, department chairs, deans, and others use to manage past them?

This hour-long webinar will highlight some of the state-of-the-art approaches for measuring and sustaining quality in online education, with an emphasis on real-world experiences of professors. It will also discuss some key findings from recent reports on distance education from the Chronicle of Higher Education and others, including:

- Data showing what kinds of institutions are putting more emphasis into online education
- The growing role of instructional designers
- Techniques for translating improvements in teaching from the online world to the face-to-face classroom—and vice versa

Moderator: Goldie Blumenstyk
Senior writer
The Chronicle of Higher Education
View presenter biography

Goldie Blumenstyk

Senior Writer

The Chronicle of Higher Education

As a reporter and an editor at *The Chronicle of Higher Education* since 1988, Goldie Blumenstyk has covered a wide range of topics, including distance education, the Internet boom and bust, state politics, university governance, and fund raising. Nationally known for her expertise on for-profit higher education, college finances, and university patents and the commercialization of academic research, she is also the author of *American Higher Education in Crisis? What Everyone Needs to Know*, published by Oxford University Press, 2015.

Guest: Deb Adair
Executive Director, Quality Matters
View Biography

Deb Adair
Executive Director
Quality Matters
Dr. Deb Adair is the Executive Director of Quality Matters, an international non-profit organization providing a widely-adopted program for quality assurance in online learning serving K-12, postsecondary, government, corporate, and other organizations involved in e-learning. With over 25 years' experience in higher education, she serves on the advisory boards for the WICHE Cooperative for Educational Technologies, the National University Technology Network, the Presidents' Forum, and Credential Engine and has authored and presented widely on the topic of quality assurance for online learning.

Guest: Brian Udermann
Director of Online Education Center for Advancing Teaching and Learning, University of Wisconsin, La Crosse
View Biography

Brian is the director of online education at the University of Wisconsin at La Crosse and has over 20 years of experience in higher education. He frequently works with colleges and universities to help them grow their online programing while ensuring the quality of such offerings. Brian has published over 70 peer-reviewed scientific manuscripts and has given over 200 national and international presentations.
http://brianudermann.com/

Participant Questions:

What role might MOOCs – or large and low-moderated online courses -- play in accessibility for global students, and how can we best ensure quality and credibility for those courses?

How might immersive technologies such as VR (Virtual Reality) classrooms benefit online classroom engagement and learning?

How might online programs expand international student enrollments, and US student interaction with a global student body?

Presentation Notes:
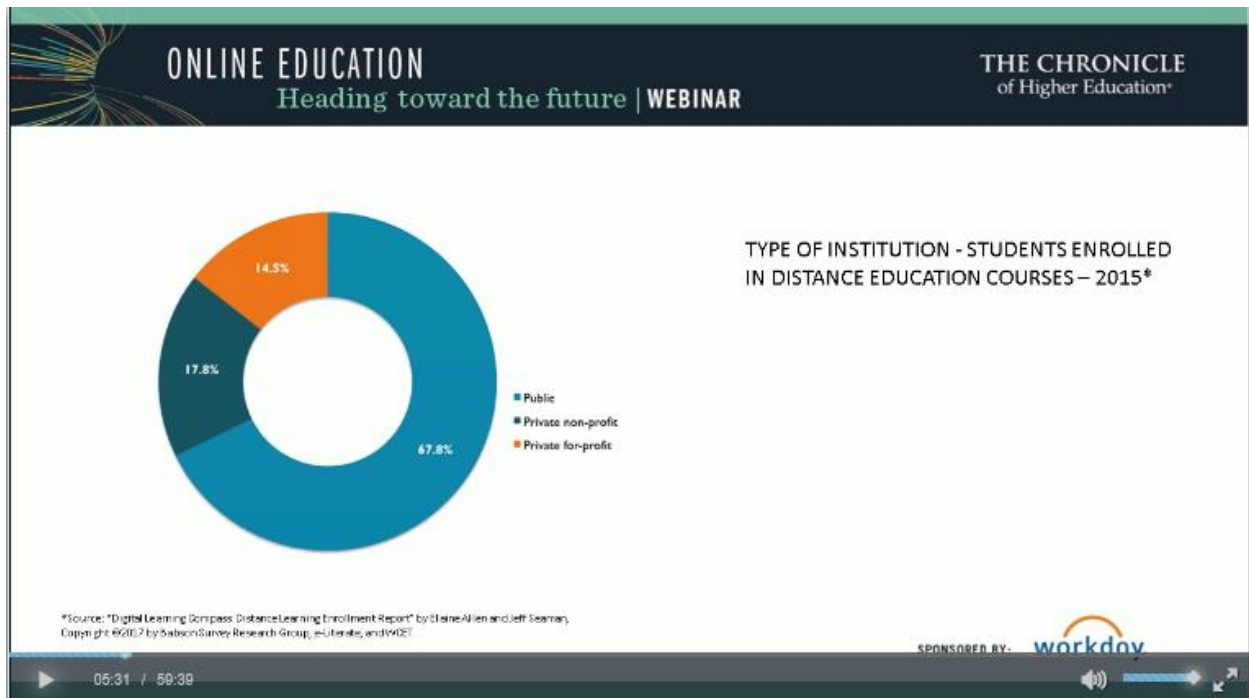
Primary barrier to faculty teaching online: They don't feel prepared. – Brian (12:25)

Rather than directives, recommendations and suggestions work well to overcome barriers between faculty and designers. Trusting front-end relationships between designers and faculty are important – Brian (13:30)

Resistance or push-back can come from that training is one more thing on a faculty member's plate; demonstrate utility for buy-in. – Deb (15:10)

Bridging divide and resistance between faculty and designers: Use 'faculty fellow' programs to have faculty champion the work of designers and pave the way for support – peer-to-peer collaboration easier to take. – Deb (16:20)

Sometimes designers serve as guide in how to design and facilitate courses; elsewhere they are a production shop building courses. They're just there to help – they're not there to oversee or supervise their courses – it helps to develop the relationship. – Brian (17:20)

Regional accreditors are looking at student support services, and that online and campus support services are equivalent (technology, writing centers, math centers, counseling, library, financial aid, tutoring, advising, career services, etc.) – Brian (21:00)

Institutions that think they can just throw up on online course need to also plan for other related costs. Online students are becoming more demanding for transferable credits and the services they receive. – Goldie (22:00)

Online courses are becoming more numerous and more competitive -- support services may become a deciding factor for online learners, especially during evenings and weekends when online students work. – Brian (23:00)

Online courses may get reviewed in a way face-to-face courses don't. 95% of instructors use designer recommendations. The online course review impacts their face-to-face courses; the matrix, learning objectives, activities, assessments. – Brian (25:10)

The reason online courses face greater scrutiny is they had to prove themselves as a quality way to deliver education. – Deb (28:10)

Power of 'guilt' and fostering to have instructors improve courses and disseminate quality: one course review can impact quality of instruction for 360 students through multiplier effect as instructors and peer reviewers improve other courses they teach. – Deb (30:20)

Develop strategic plans and factbooks and to share with faculty. Transparency for building trust between faculty and administrators – show we're not just striving to grow and generate revenue, but to grow quality in online programs. – Brian (36:20)
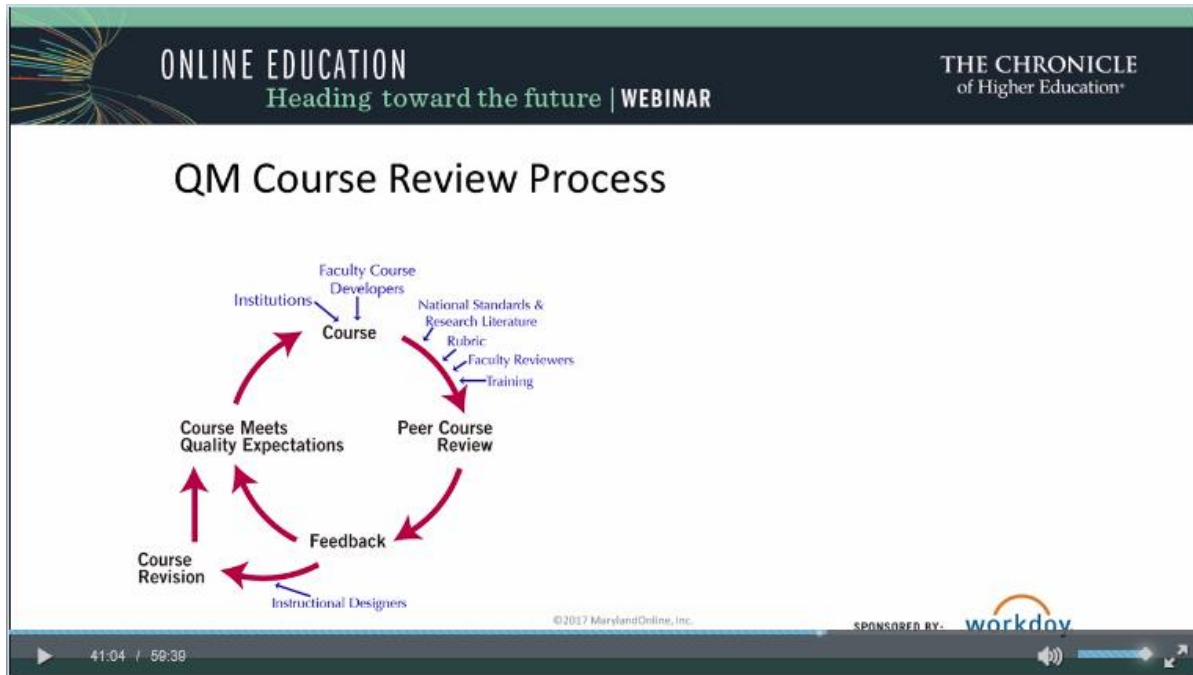
– Deb (39:00)

What is meant by Quality: Retention, student evaluations, satisfaction, grades. – Brian (49:20)

How might intellectual property issues impact relations between instructors and designers and institutions? Stipend for faculty designing courses – work for hire. Substantial remuneration ($3,000 substantial? Some say yes; others laugh). Three models: Faculty sole-ownership agreement – materials belong to faculty (one end of continuum) – other end, institution ownership. More common now is middle-ground in a co-ownership agreement – institution can use it, but faculty can still each it elsewhere (faculty ownership, institution ownership, joint-ownership). – Brian (51:20)

How might online students be made to feel connected to greater community of institution? Create social media groups, alumni groups, live-streaming events of distinguished lecturers, musical events, theater events, athletic events -- to learners in different states and countries. – Brian (57:00)

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