Issues Concerning On-Line Learning at WSU

Two ‘Big’ Thrust Areas

• (Eventually) to provide guidance to the Administration on possible strategies, goals, directions WSU should be taking AND resource issues.

• Sharing and distributing information, on-hands assistance, and experiences to interested faculty—particularly to close colleagues.
First: we need to agree on some terms

DRL = Digital Related Learning

E-Learning (seems broader)

With your permission: Since E-L seems well established, let’s kill DRL

where WE mean E-L = any learning *with an online-component*

E-Learning = Elearning = e-learning = elearning = EL = E-L = el = e-l, etc.
<table>
<thead>
<tr>
<th>MOOCs (Massive Open Online Course)</th>
<th>Home Brew online lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) &quot;Pure&quot; (all electronic – no face-to-face time)</td>
<td>(online lectures [MOOC or Home Brewed] + scheduled face-to-face time)</td>
</tr>
<tr>
<td>(b) Low Residency (some face-to-face time)</td>
<td></td>
</tr>
<tr>
<td>(b) Flipped Blended</td>
<td></td>
</tr>
<tr>
<td>MOOCs (Massive Open Online Course)</td>
<td>Home Brew online lectures</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>

For discussion, let’s consider both of these centered around “online lectures”

Initially:

I’d like to focus on courses for on-campus WSU students

i.e., exclude for time being distance learning courses
Example of a “Hidden Course” = Source of Lectures for Home Brew
For many sources: Lectures Always Available

MITOpenCourseWare (also on iTunes U)

Lectures suitable for calculus-based Intro to Physics II (freshman/sophomore)


43:53

This 2002 produced package is a strong candidate for a locally designed and executed (Home Brew) flipped course

\textit{where:}

-- Lewin’s videos would provide the majority of the lecture material

-- PLUS FULL face-to-face, on-campus components
$60 M start up

edX website

Boo! Hiss!
Corresponding MOOC
Suitable for calculus-based Intro to Physics II (freshman/sophomore)

edX – MOOC (SAME LECTURES)
https://www.edx.org/course/mit/8-02x/electricity-and-magnetism/608

In General: Add-Ons in Course Mode (Certificates, perhaps Credit)

• Online Discussion Groups/Forums (with peers)
• Online Question/Answer/Tutoring Capability
• Contact with Instructor or a ‘Mentor (T.A.)’ (e.g. via Skype)
• Graded Homework /Writing assignments
• Graded and Ungraded Quizzes
• Examinations

i. Peer grading of homework / term papers
ii. Commercial Homework grading systems (e.g., Web Assign)
iii. Monitoring of exams and quizzes (webcam video + audio)
iv. Keyboard typing recognition
Issues at WSU

A. Why consider increased WSU participation in E-L?

1. Prepare for Top-Down mandates (legislators; administrators)

   San Jose State University Begins MOOC Partnerships

**Udacity** – Remedial Math Courses (50% of entering students don't meet basic academic requirements and need *remedial courses*).

[http://www.huffingtonpost.com/2013/01/16/san-jose-state-state-univ_n_2488734.html](http://www.huffingtonpost.com/2013/01/16/san-jose-state-state-univ_n_2488734.html)

**edX** – San Jose’s agreement to expand use of MOOCs

Issues at WSU

A. Why consider increased WSU participation in E-L?

1. Prepare for Top-Down mandates (legislators; administrators)

California Senate passes Credit for MOOCs; many unhappy faculty members:


My Comment: The possibility of top-down mandates like this arising in Washington suggests to me we better get our act together – diverse experimentation to find optimum routes
Mandates could come down—politically driven
Issues at WSU

A. Why consider increased WSU participation in E-L?

1. *Prepare for Top-Down mandates*  *(legislators; administrators)*

2. Improved Learning?

3. Cost Savings?

4. Possible exposure to the big name schools/professors  *[rock stars]*?

5. Possible creation of WSU rock stars? *(publicity)*

6. Specialized Courses?

7. Some Employment Advantages?

8. Other(s)?
Issues at WSU

B. A careful examination of legitimate studies on the plusses and minuses of various E-L forms and platforms.
C. Consequences and ramifications to the University if significant numbers of E-L courses are adopted for credit.
C. Consequences and ramifications to the University if significant numbers of E-L courses are adopted for credit.

As E-L classrooms (particularly blended using MOOCs) become more prevalent in the next 10 years, the role of the instructor will transform into one of a “guide on the side” rather than a “sage on the stage.”

San Jose State Philosophy Dept. react to MOOCs.  
http://www.nytimes.com/2013/05/03/education/san-jose-state-philosophy-dept-criticizes-online-courses.html?ref=education&_r=0

California Faculty Concerns:  
http://edf.stanford.edu/readings/california-state-u-system-will-expand-mooc-experiment
Assuming increased use of E-L here at WSU:
(This group could play an important role)

Envision very Open Sessions; Perhaps College Focused

- SUPPORT and resources needed.
- Role of existing resources, e.g., Global Campus.
- What features work (e.g., various functions of face-to-face sessions; labs; methods of handling questions; chat rooms, etc.)
- What are the problems (opinion: each E-Learning format has issues)
- Which platforms (Tegrity, YouTube, iTunes U, Mooble, etc.) should be encouraged at WSU
- How to develop and execute E-Learning formats (for sure, curriculum dependent) and challenges. What desktop programs are recommended (e.g., Camtasia) for production?
- EVALUATION (Course and Instructor)
- Copyright Issues
- Other?
Discussion

• Comments on where we should focus

• Your interests and concerns

• Is this useful?

• When should we next meet?