

# eLearning @ S&T

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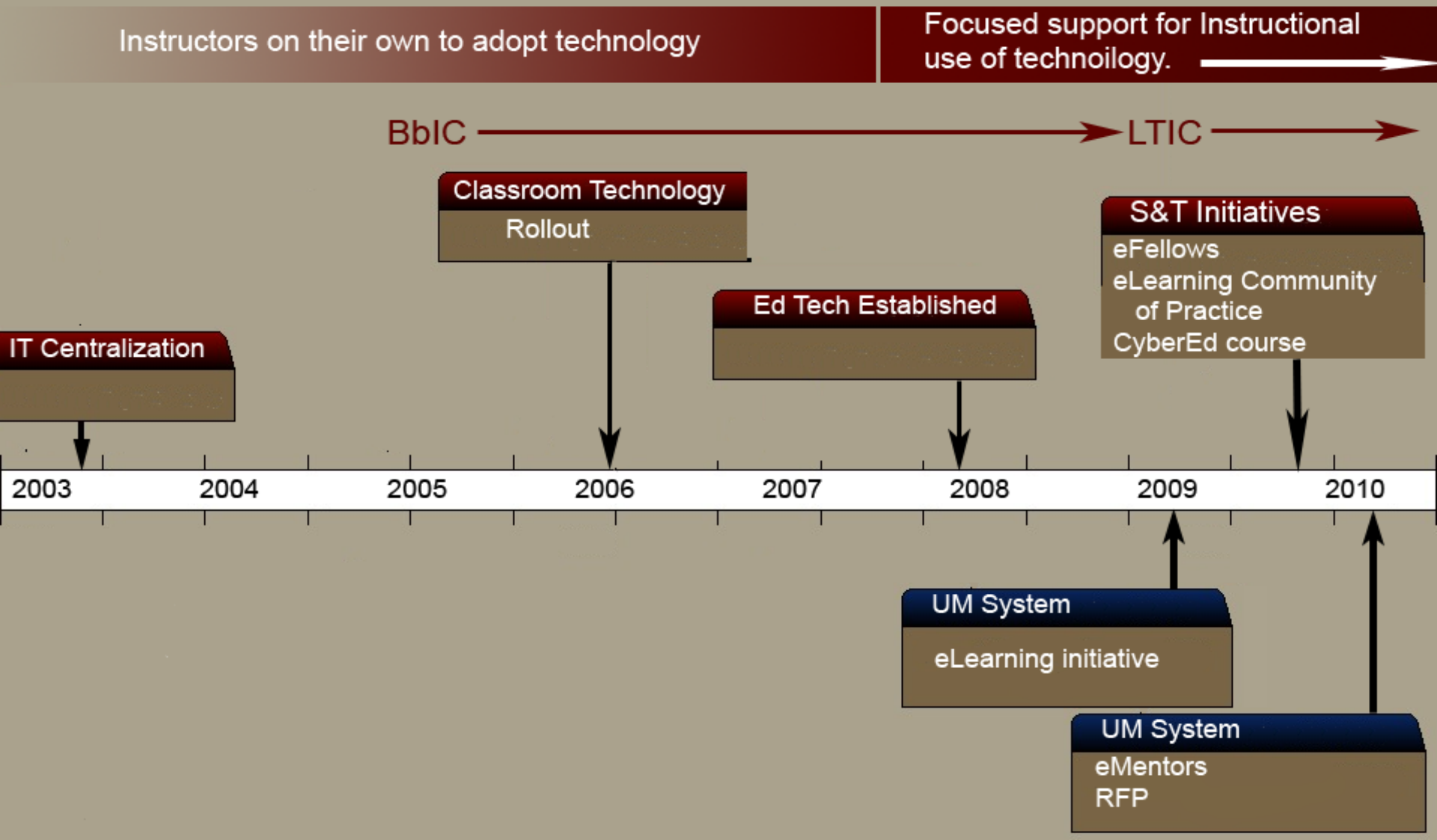
# Missouri S&T Opportunities

- Improve student learning experience and outcomes
- Meet students' technology expectations
- Use technology to facilitate “active-learning”
- Provide students with options (either/or options in online courses and face-to-face)
- Increase enrollments through new online programs
- Decrease the need for physical classrooms

# Expanded Opportunities: Faculty

- Institutional support and recognition for those already 'blending'
- Collaborative improvement of curriculum while preserving individual value of expertise and creativity
- Quantitative and qualitative measures of learning outcomes (integrated into course design)
- Scholarship of teaching opportunities
- Rich resources and support services for both pedagogy and technology

# Educational Technology Timeline

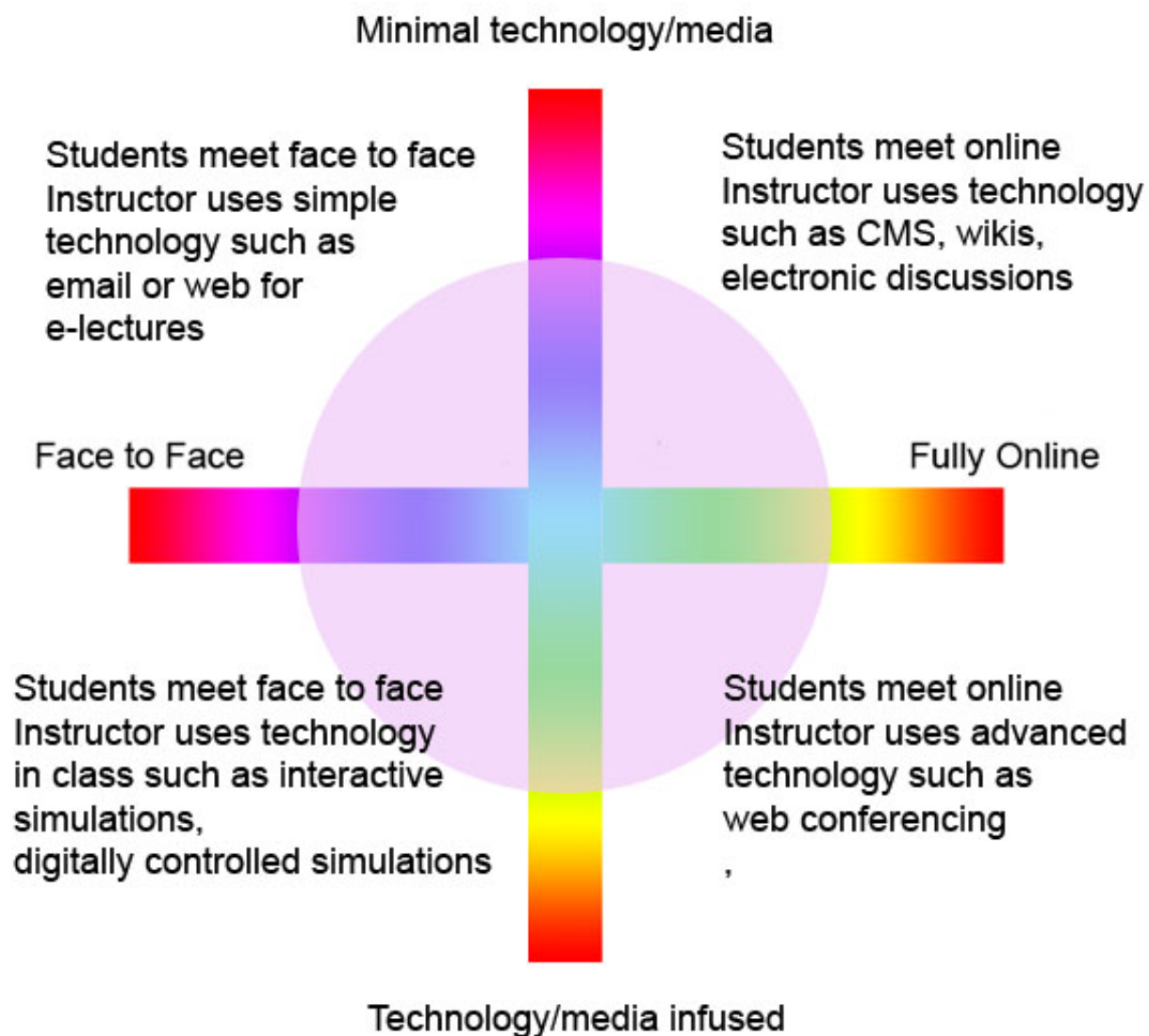


## S&T Present

- Create inventory of current blended/online offerings (formal and informal)
- Propose campus eLearning strategy
  - Courses/programs
  - Institutional processes (admissions, registrations)
  - Institutional policies
    - Accreditation, P&T, incentives/rewards, intellectual property, etc.

## S&T Future

- Balance/refine support models for eLearning activities (programs, staffing, partnerships)
- Identify target programs for fully online design/delivery
- Continue transformation to blended design/delivery



# Why Blended Learning?

- New approaches to teaching
- Enhance student learning
- Maximize institutional resources
- Access; convenience; retention
- Stepwise approach to fully online



# EdTech and You

# Most of the courses I teach now are...

- 16% 1. Traditional F2F (0% online)
- 51% 2. Web-enabled (1-29% online)
- 18% 3. Blended (30-79% online)
- 14% 4. Fully online (80-100% online)

Based on the definition of Online Learning from Allen, I. Elaine and Jeff Seaman. (2008) Staying the Course, Online Education in the United States, 2008. The Sloan Consortium.

## I believe...

- 8% 1. Traditional lecture, face-to-face, is the best design/delivery strategy for all my courses
- 58% 2. Blended is the best design/delivery strategy for one or more of my courses
- 14% 3. Fully online is a potential for one or more of my courses
- 20% 4. My department should offer a fully online degree/certificate program

## The #1 barrier for me to adopt new pedagogy/technology is...

- 
- A horizontal bar chart with four bars of different colors: purple, blue, red, and light blue. Each bar represents a barrier and its percentage. The bars are arranged vertically from top to bottom. The text for each bar is split: the percentage is on the left, and the barrier description is on the right, overlapping the bar.
- | Percentage | Barrier  |
|------------|--|
| 56%        | 1. <b>Time</b> available to redesign and develop course materials                            |
| 18%        | 2. Lack of <b>support</b> resources (consultations, training, hot line, self-help materials) |
| 18%        | 3. Lack of appropriate <b>tools</b> (cameras, software, tablet PC, etc.)                     |
| 9%         | 4. Other   |
- 56% 1. **Time** available to redesign and develop course materials
  - 18% 2. Lack of **support** resources (consultations, training, hot line, self-help materials)
  - 18% 3. Lack of appropriate **tools** (cameras, software, tablet PC, etc.)
  - 9% 4. Other

## eFellows Program

- A competitive program to provide year-long support for faculty to develop courses using best practices for online learning. Program establishes faculty cohorts for peer support and development
- Pilot year begins Spring 2010 for 3 faculty to transform foundational engineering courses to blended design/delivery for Fall 2010
- CyberEd course for faculty development
- Consultative support services

# eLearning Community of Practice

- Open to faculty interested in learning more about blended/online practices
- Participating faculty are invited to join the eFellows in the CyberEd course, and to apply principles and tools to their courses
- EdTech consultation services are also available
- Email Angie Hammons [hammons@mst.edu](mailto:hammons@mst.edu) if interested

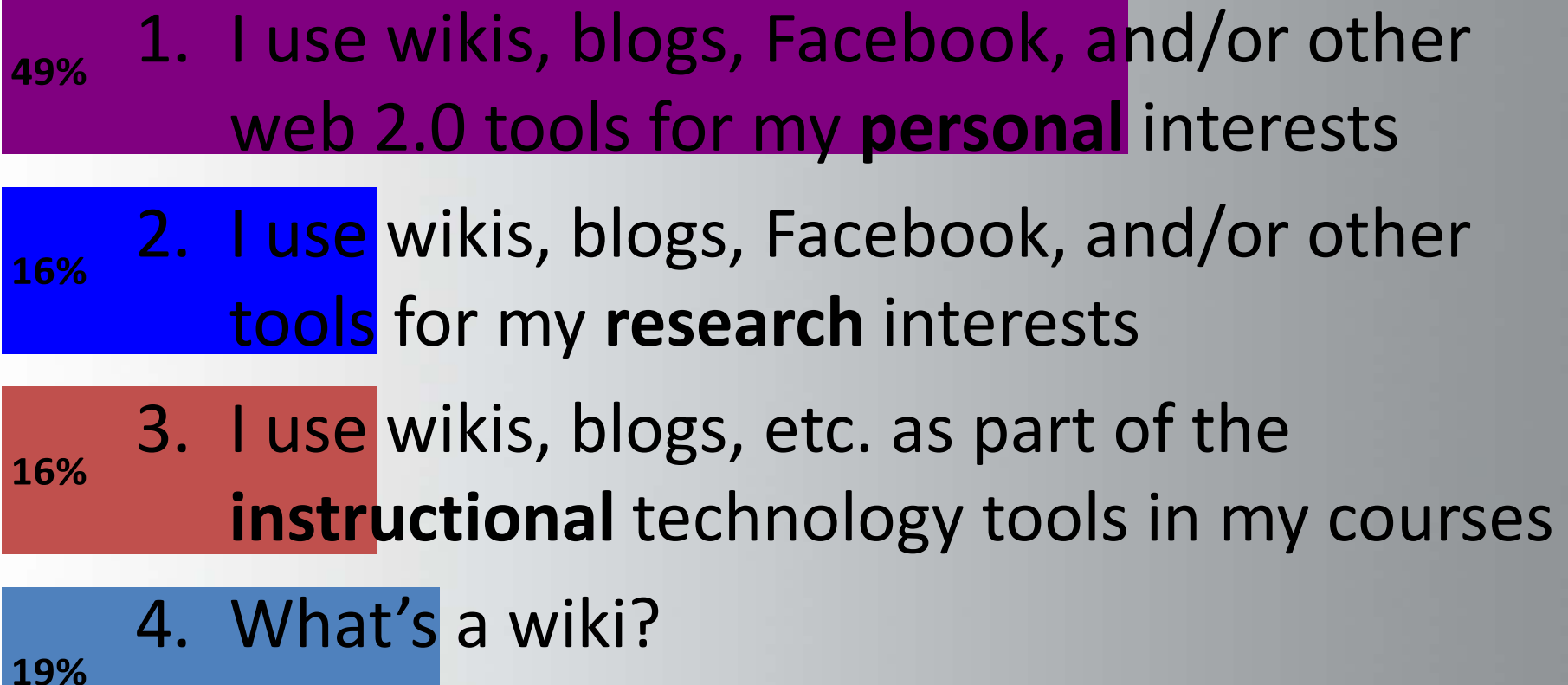
## Which of the following best describes your use of Blackboard?

21% 1. I don't use Blackboard in my classes

21% 2. I post course syllabus and grades

59% 3. I use many Bb features like discussion boards, online assignments, quizzes/exams, etc.

## Which describes your use of Web 2.0 and social networking tools?

- 
- | Percentage | Description  |
|------------|--|
| 49%        | 1. I use wikis, blogs, Facebook, and/or other web 2.0 tools for my <b>personal</b> interests   |
| 16%        | 2. I use wikis, blogs, Facebook, and/or other tools for my <b>research</b> interests           |
| 16%        | 3. I use wikis, blogs, etc. as part of the <b>instructional</b> technology tools in my courses |
| 19%        | 4. What's a wiki?  |
- 49% 1. I use wikis, blogs, Facebook, and/or other web 2.0 tools for my **personal** interests
  - 16% 2. I use wikis, blogs, Facebook, and/or other tools for my **research** interests
  - 16% 3. I use wikis, blogs, etc. as part of the **instructional** technology tools in my courses
  - 19% 4. What's a wiki?



# Tools

- Blackboard (CyberEd course)
  - Discussion board
  - Blogs, wikis, etc
  - Wimba
- Google Apps for collaboration
  - <http://it.mst.edu/googleapps.html>
  - [https://sites.google.com/a/mst.edu/cyberedmulti  
mediaresources/](https://sites.google.com/a/mst.edu/cyberedmulti<br/>mediaresources/)

# Tools

- Respondus – test making software; both printed and online
- Video editing
  - Camtasia, ping, etc.
- Publisher content and online tools
- YouTube.edu, OpenCourseWare, etc.
- Others

Thank You for attending the  
3<sup>rd</sup> Annual S&T TLT Conference

Questions?

Discussion?