

Results of the OCULL Survey

Online Learning in Ontario Universities: A state of the province report

Presented by Karen Maki

Methodology

- Objective: To develop a “state of the province” understanding of DE policies and practices in Ontario universities
- Multiple sources for development of questions
- Focus on DE/Online learning only
- Research ethics board approval not required
- Participants assured of confidentiality of responses; findings reported in aggregate

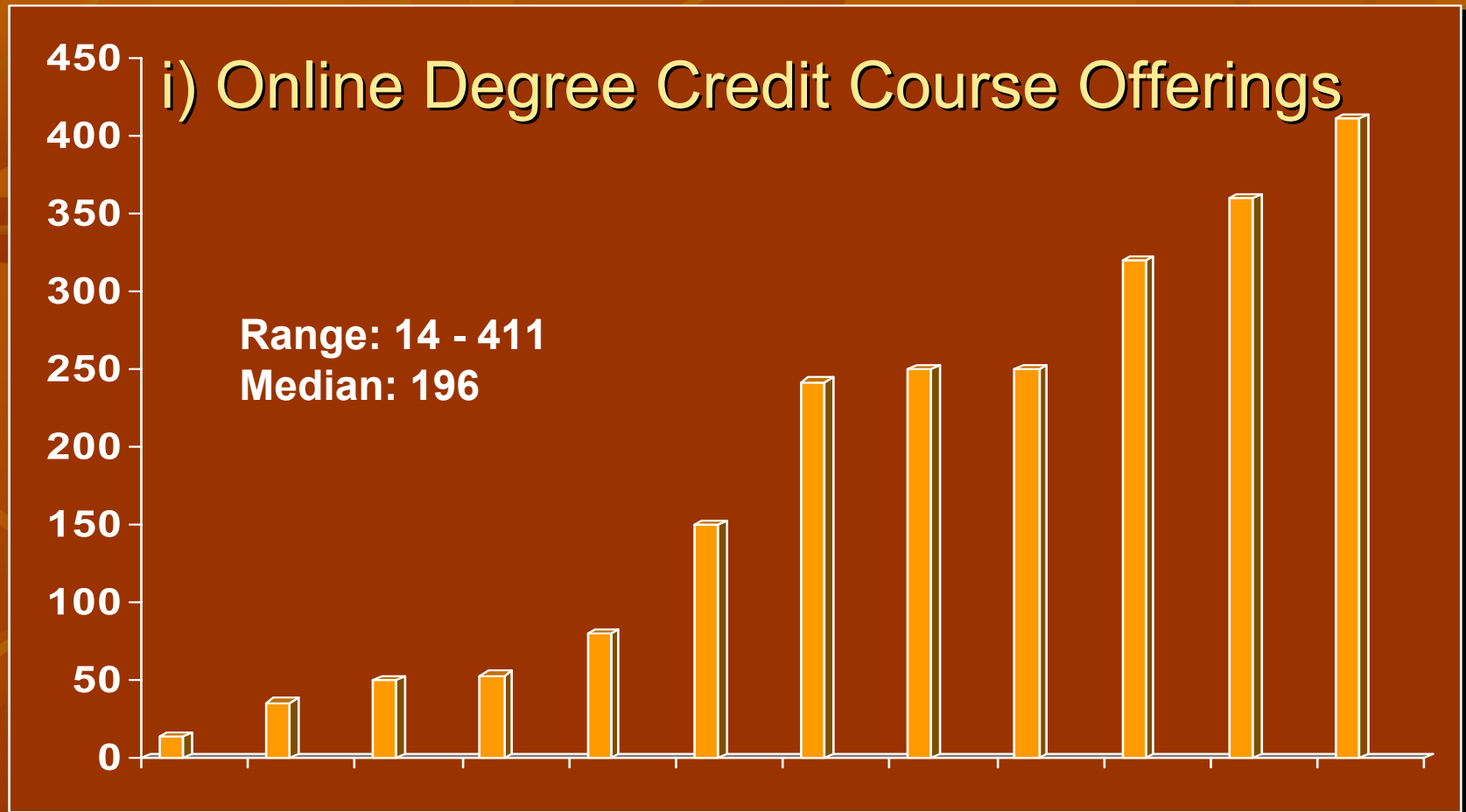
Methodology

- Implications of the announcement of the Ontario Online Institute
- Invitations sent to key OCULL contacts at Ontario Universities (n=19)
- Received 15 responses; 79% response rate
- Small sample size – descriptive stats only

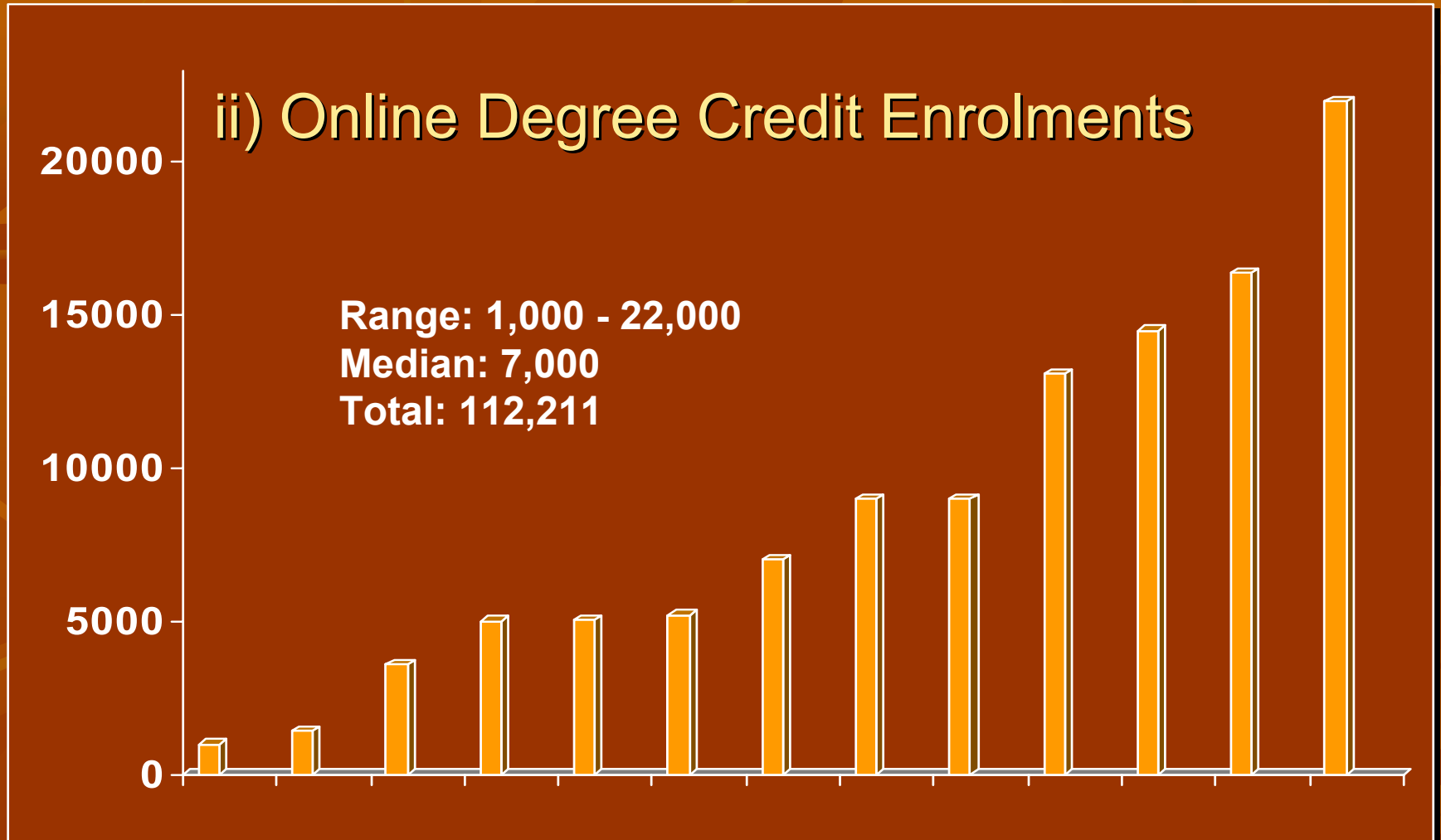
Results: Six Stories

- The Big Picture
- Structure, Role & Scope
- Course Development
- Course Administration
- Challenges
- Anticipating the Future

1. The Big Picture



1. The Big Picture



2. Structure, Role & Scope

i) Structure

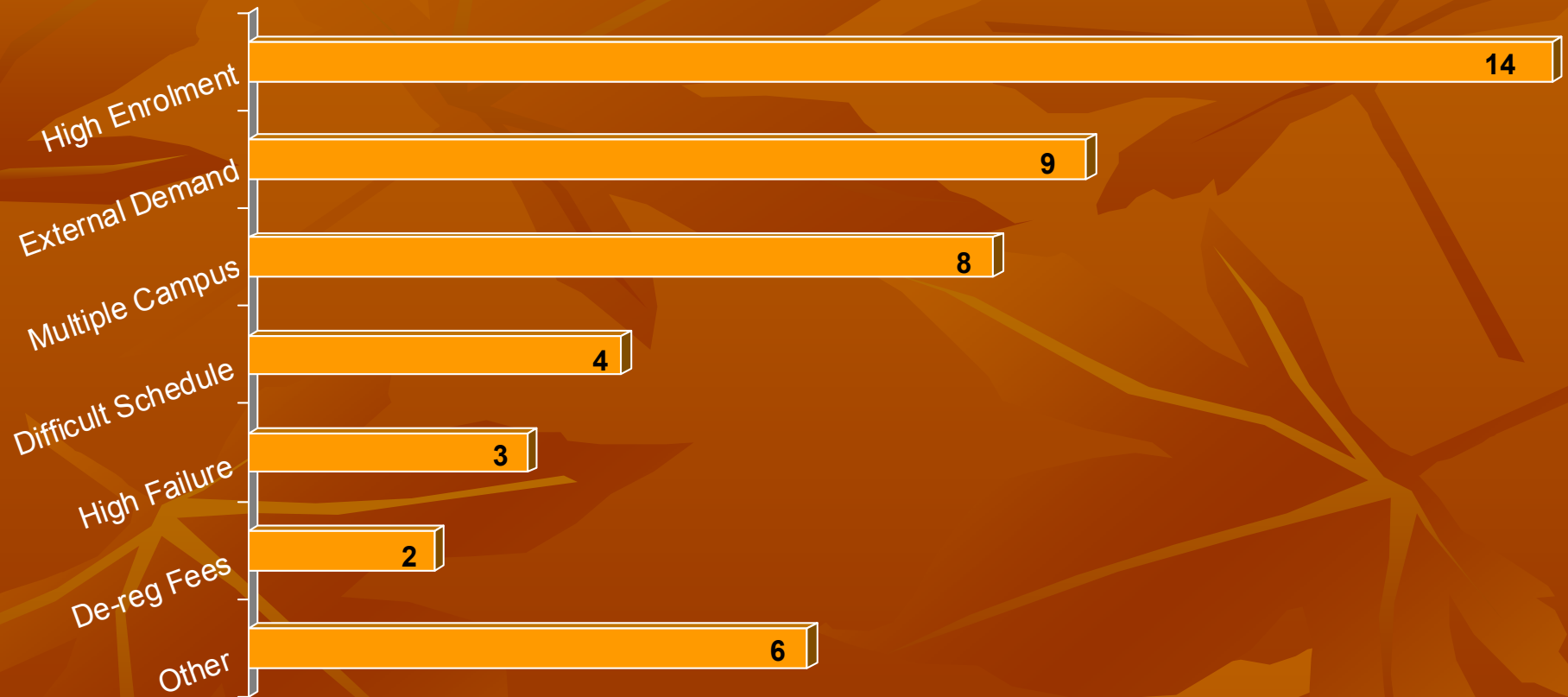
- 2/3 of respondents (10 of 15) had a central unit responsible for DE activity
- A wide range of names: Continuing Education & Part-time Studies – Distance Studies – Distributed Learning – Digital Education – Open Learning – Distance Education – Teaching Support Services – On-line

2. Structure, Role & Scope

ii) Who does what?	Academic Dept.	DE Unit	Joint
Identify courses to develop	•		
Schedule revisions		•	•
Schedule offerings	•		
Copyright permissions	•	•	•
Assignment receipt/return		•	
Arrange off-site exams		•	
Invigilate exams		•	
Administer evaluations		•	

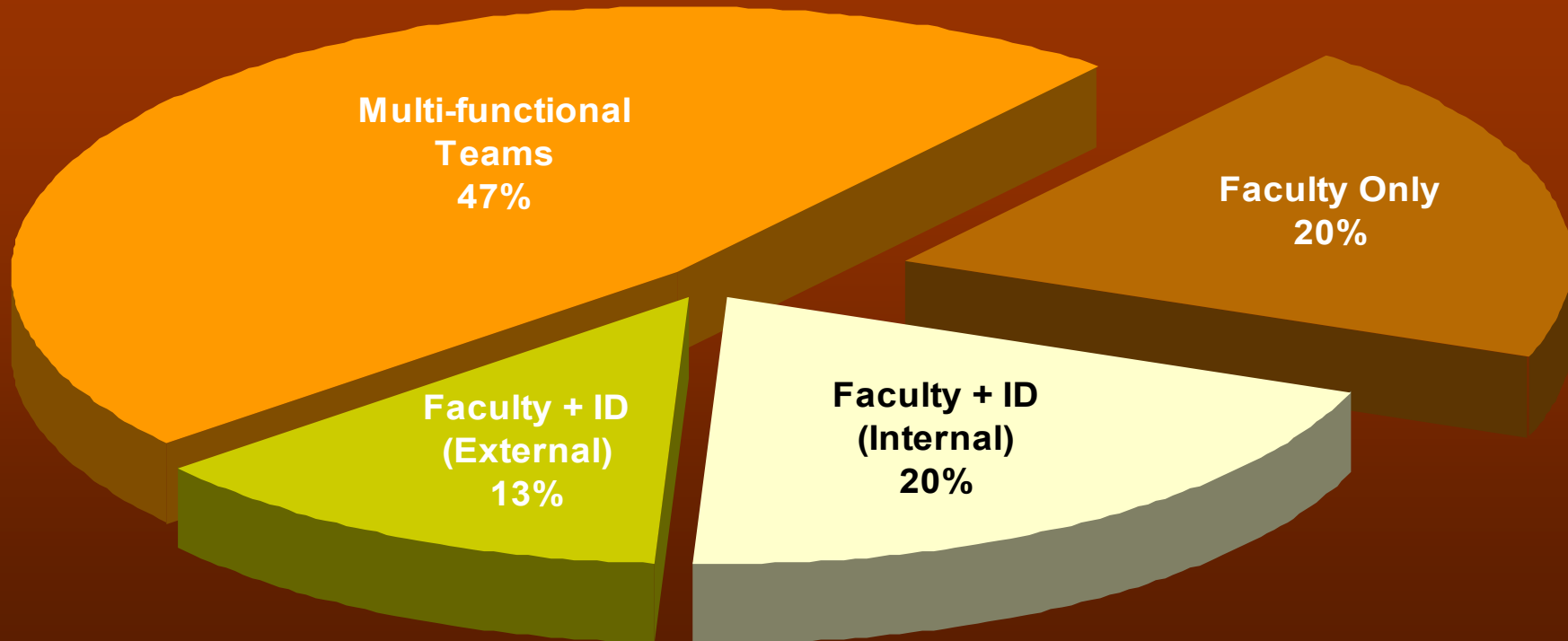
3. Course Development

i) Rationale for DE Course Development



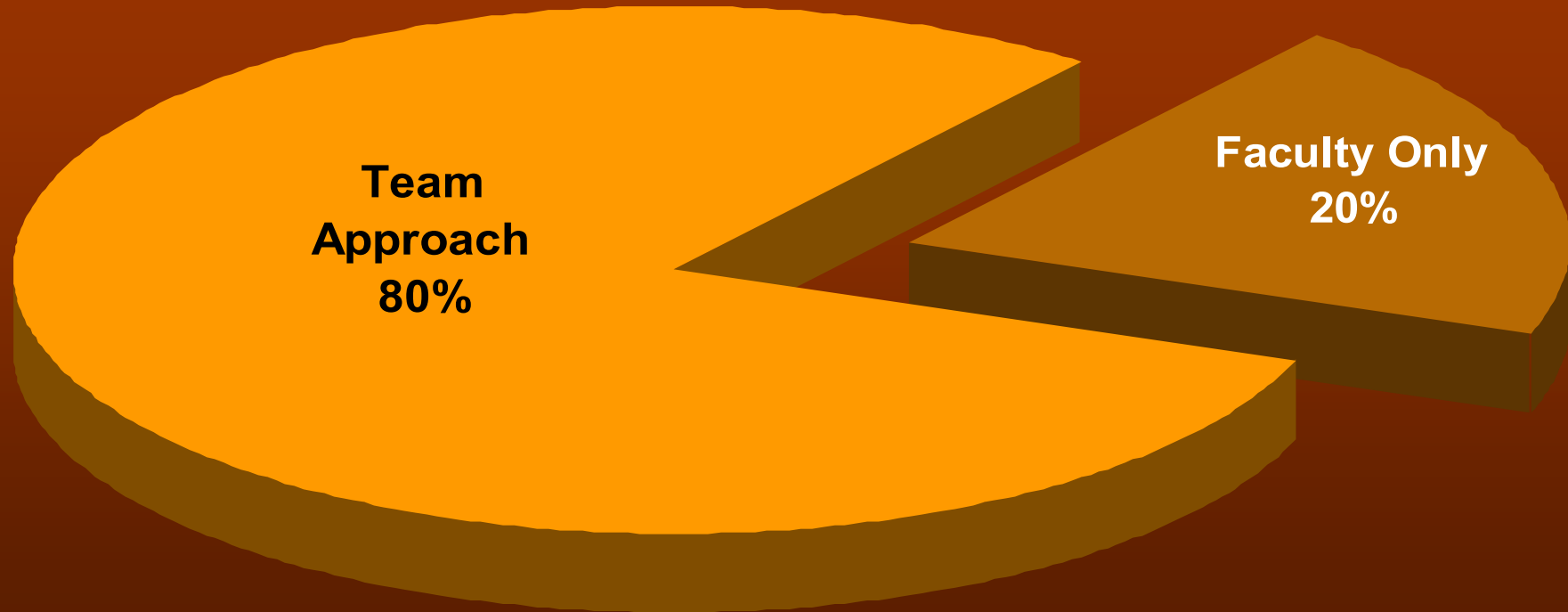
3. Course Development

ii) Development Models

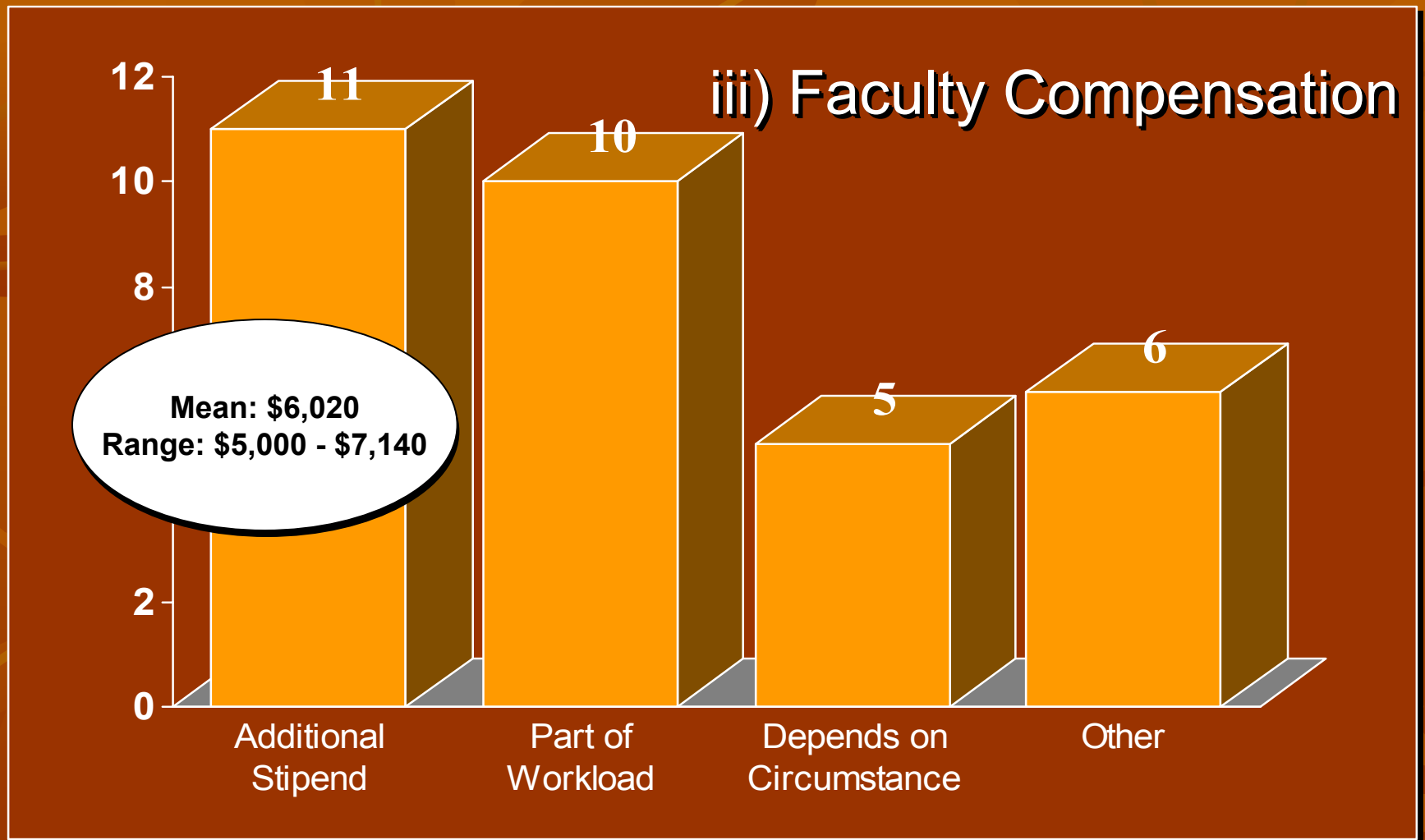


3. Course Development

ii) Development Models

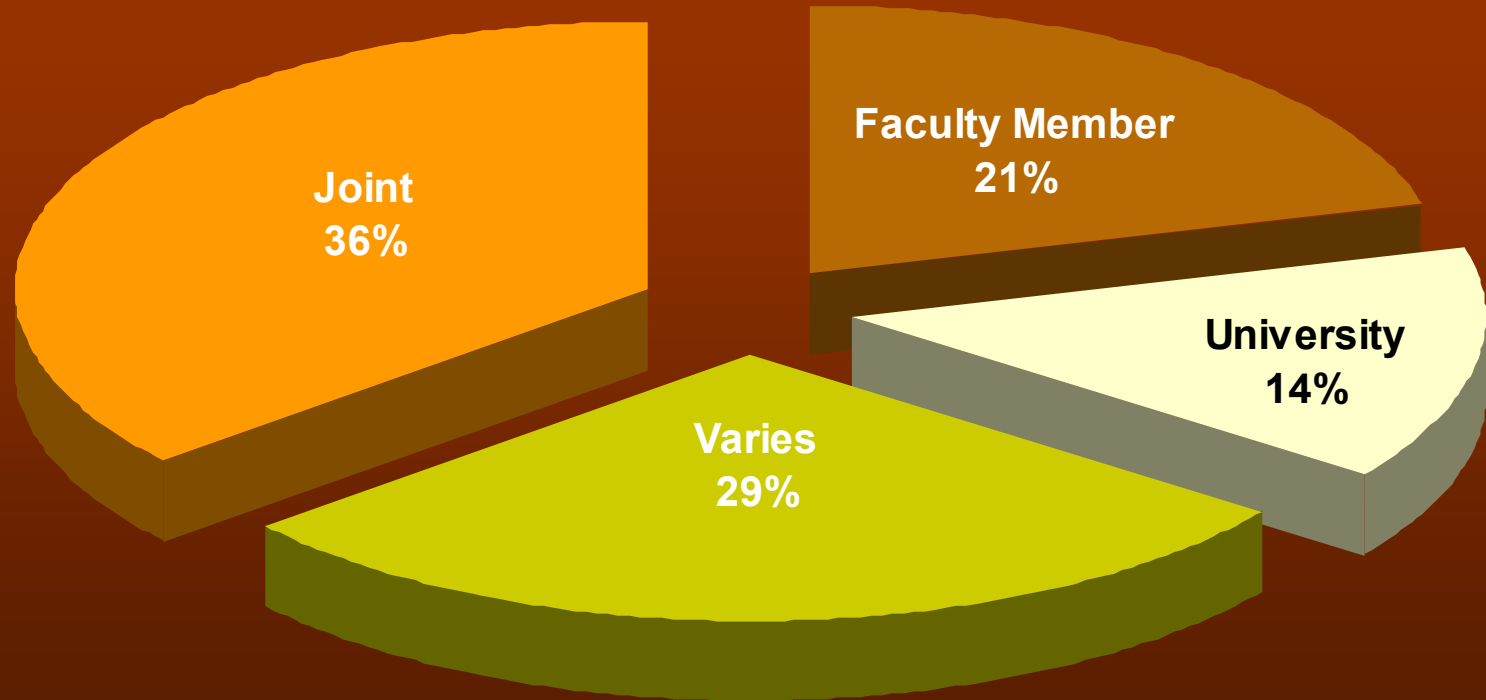


3. Course Development



3. Course Development

iv) Ownership of Copyright



3. Course Development

v) Quality Assurance

- Quality assurance processes used during course development, delivery & revision
 - 14/15 reported using an internal checklist or best practices as a QA measure
 - 6 reported an internal review process and 3 used an external rubric
 - 1/3 of respondents list additional approvals of course content, beyond faculty member

3. Course Development

vi) Faculty Professional Development

- 79% report providing PD for faculty in course development; 71% for course delivery
 - Personal guidance/mentoring most common
 - 1/3 offer workshops or seminars, online or in person

3. Course Development

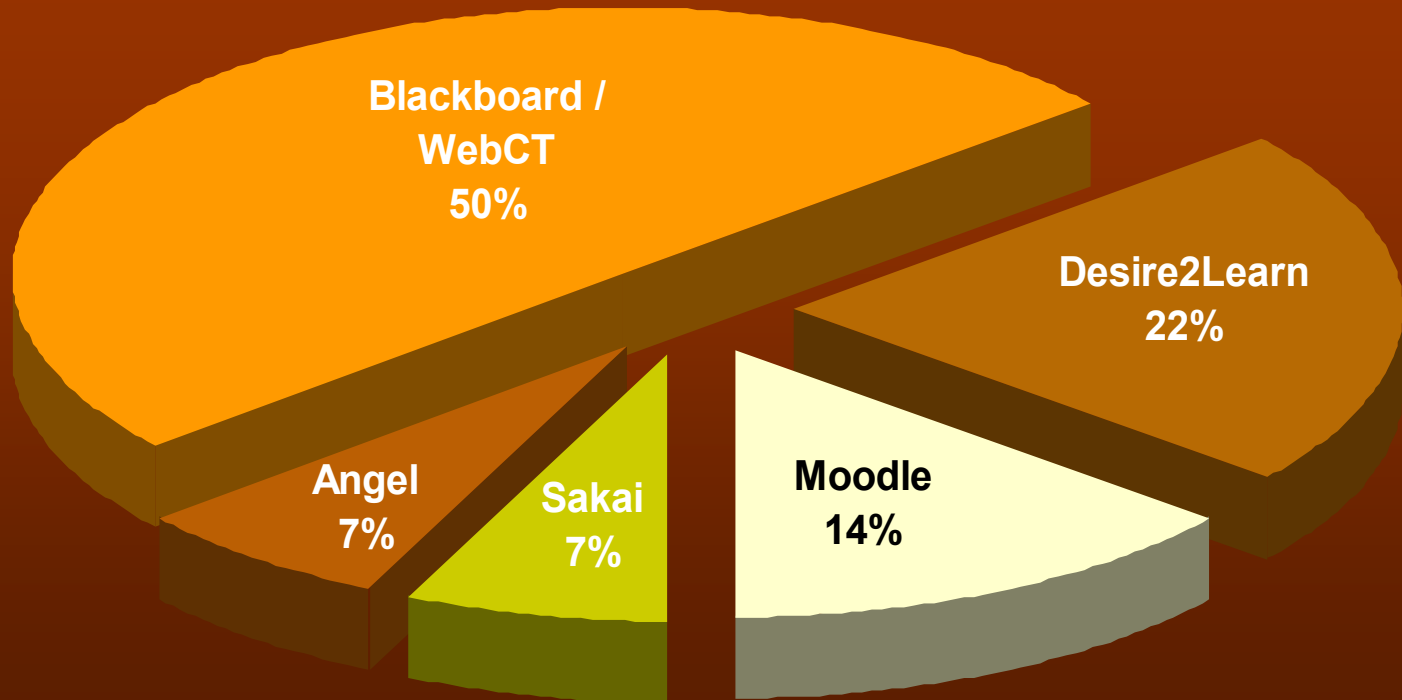
vii) Teaching & Learning Methods	Low	Med	High
Quizzes			●
Course reader, workbook, manual			●
Asynchronous group work			●
PowerPoint slides		●	
Webcast / Podcast		●	
Streaming audio/video		●	
Synchronous group work	●		
Virtual worlds, games, simulations	●		

3. Course Development

viii) Assessment Methods	Low	Medium	High
Individual assignments			●
Online quizzes			●
Proctored final exam – off site / on campus			●
Proctored mid-term exam		●	
Online presentations		●	
Group assignments		●	
Online mid-term or final exam	●		

4. Course Administration

i) Current LMS



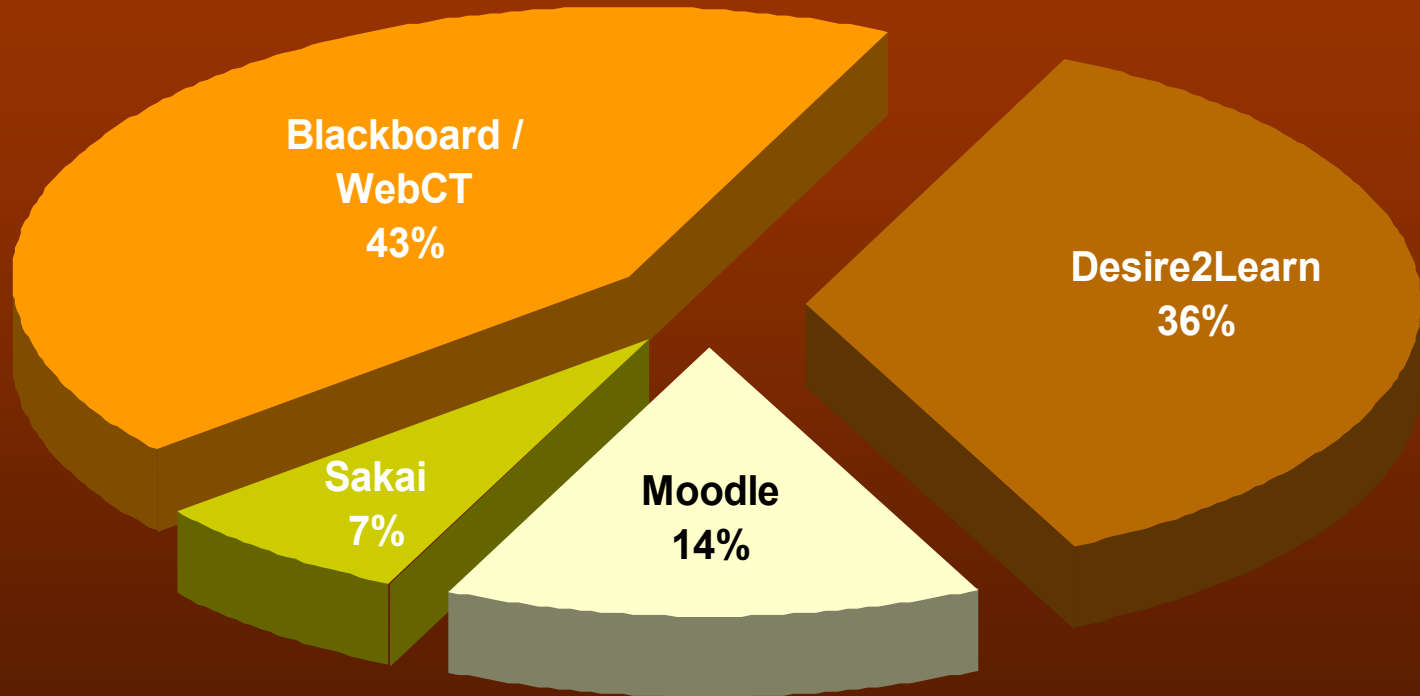
4. Course Administration

Learning Management Systems

- Satisfaction with current LMS: Mean=3.57
- 6 respondents indicated that they are planning to change to a different LMS within 3 years
 - 3 of those are current BB/WebCT users, 2 of whom indicate an upcoming move to D2L
 - 2 respondents considering open source
 - Angel has been purchased by BB

4. Course Administration

Current LMS - Updated



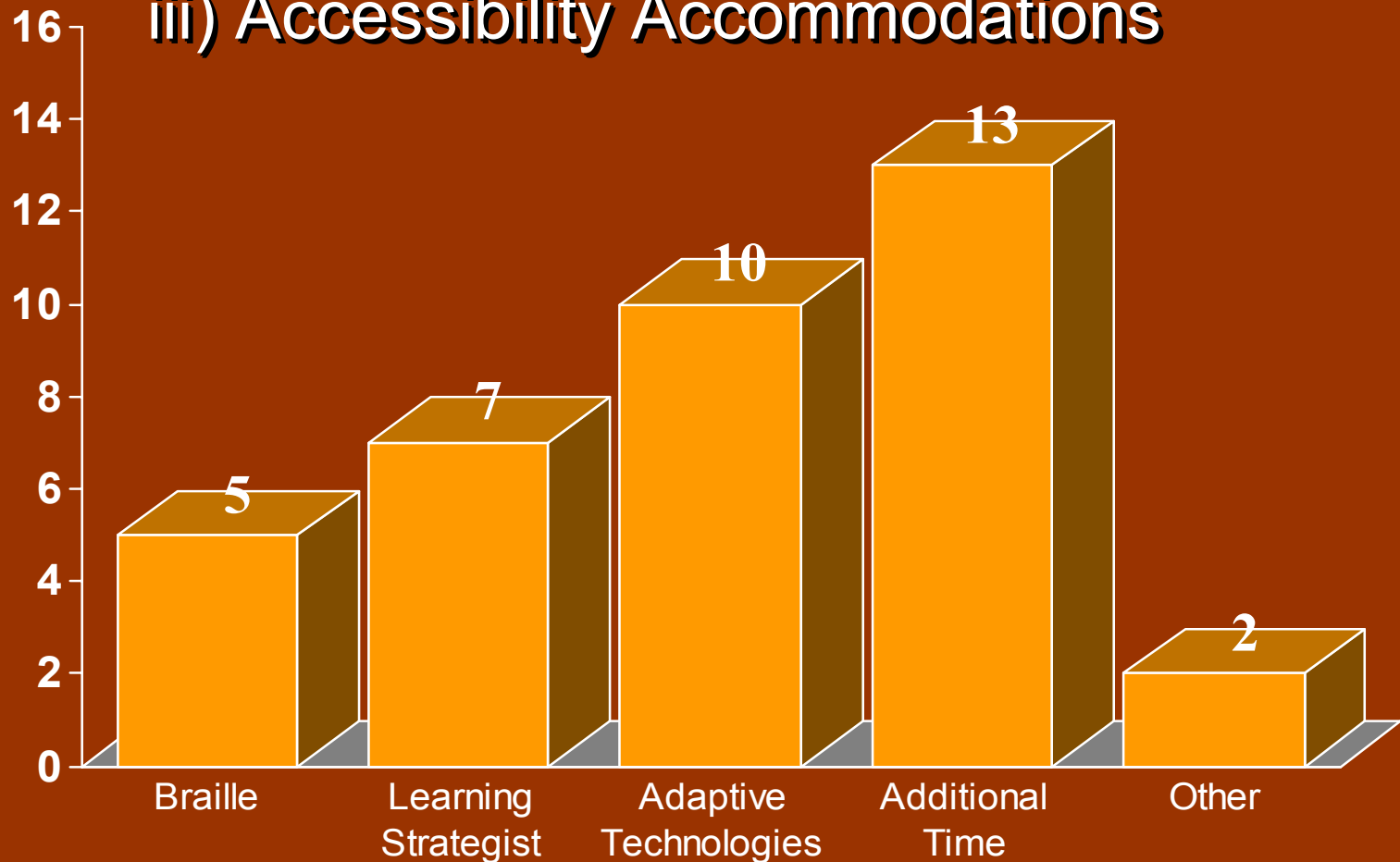
4. Course Administration

ii) Who teaches online courses?

- Both regular faculty and contract instructors were reported by 13/15 respondents
 - Compensation for regular faculty mostly ‘depends on the circumstances’
- 1/3 reported graduate students and teaching assistants

4. Course Administration

iii) Accessibility Accommodations



4. Course Administration

iv) Exams

- Proctored exams at the discretion of academic departments
 - 3 respondents require proctored final in all courses
- DE units make off-site exam arrangements
- 9/15 pay fees for exam sites (i.e. shipping costs, proctoring fees & site rental)

4. Course Administration

v) Additional Fees

- 50% of respondents state that students pay an additional fee for DE courses
 - Mean additional fee: \$50, range \$25-\$75

vi) Evaluations

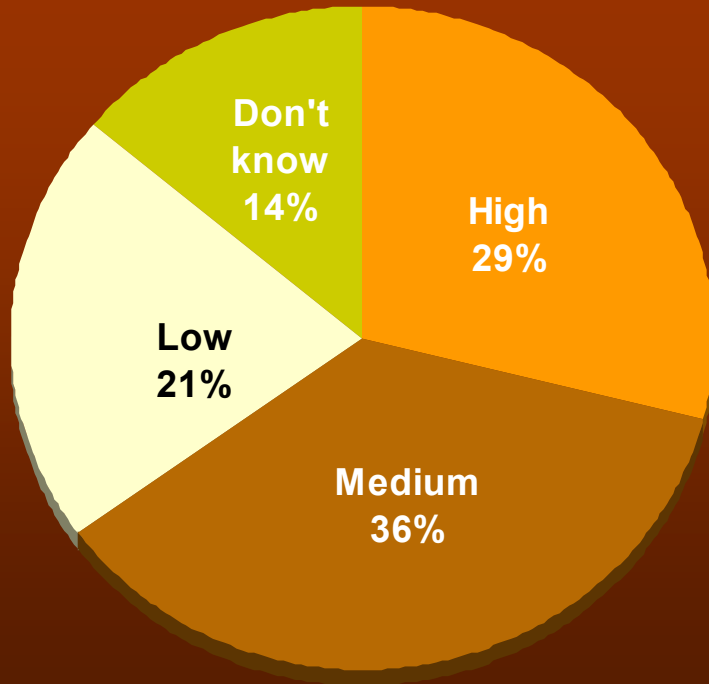
- Evaluations administered by DE dept. (6/14) or built into the course
 - 6 use same eval as f2f; 6 unique DE eval; 2 use additional DE eval

5. Challenges

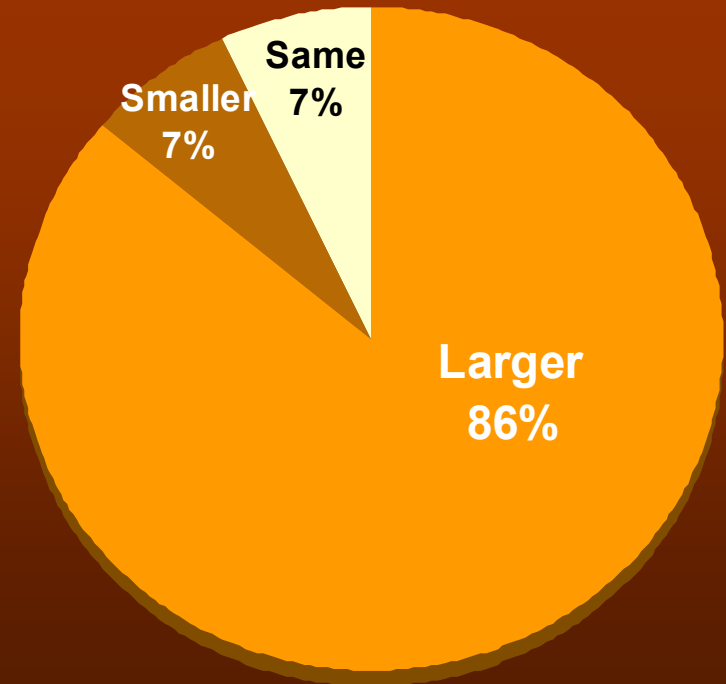
- Lack of funding*****
- Securing staff resources *****
- Strategic Planning/Sustainability***
- Acceptance of online learning ***
- Keeping up with emerging technologies*

6. Anticipating the Future

Current Priority of DE?



Growth of DE in 5 yrs?



Thank you

- OCULL Research Sub-Committee: Karen Maki (Chair), Cathy Newell Kelly, Bettina Brockerhoff-McDonald, Giulia Forsythe, Patrick Payne
- Research Assistants: Tim Foster, Jonas Eriksson
- Contact: Karen Maki, Trent University
 - karenmaki@trentu.ca
 - (705) 748-1011, ext. 7133