

eLearning in the Days of Budget Cuts

 eLearning



eLearning Forum Asia 2010, Hualien, Taiwan

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California State Polytechnic University, Pomona



California State Polytechnic Univ., Pomona (Cal Poly Pomona)

- One of 23 Campuses of the CSU System
- Located in the Suburb of Los Angeles
- 22,273 Total Students
- 1,100 Faculty
- State-supported



“Learn by Doing” Philosophy Applied in All Teaching at Cal Poly Pomona

- Top 10 Programs at CPP
 - Civil Engineering
 - Mechanical Engineering
 - Electrical & Computer Engineering
 - International Business & Marketing
 - Management & Human Resources
 - Hotel & Restaurant Management
 - Psychology & Sociology
 - Animal & Veterinary Studies
 - Accounting
 - Architecture



Just 30 Minutes from Downtown LA

Blackboard Learn - Windows Internet Explorer

https://blackboard.csupomona.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_3_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2FcourseMain%3Fcourse_... presidents weekly address

File Edit View Favorites Tools Help

★ Favorites Gmail - Inbox (157) - hyeo... President's Video Update f... Blackboard Learn

My Places Home ? Help Logout

CAL POLY POMONA Bb

My Blackboard Courses Organizations Content Collection Bb Support Bb 7/Archive

- 1. Transition to CPP
- 2. Campus Technology
- 3. Academic Success
- 4. University Business
- 5. Getting the Most out of College
- 6. Knowing Your Resources

RESOURCES

- Checklist
- Reference List
- Veterans @ CPP

COMMUNICATION

- Blogs
- Tools


ORGANIZATION MANAGEMENT

Control Panel Organization Tools

Why Get Involved?

Campus involvement is supported by Cal Poly Pomona as part of its "learn by doing" philosophy. In order to allow groups on campus to schedule meetings without having to work around the individual class schedules of every student, there is a "University Hour" every Tuesday and Thursday from Noon to 1pm, when no classes are scheduled.

In addition to increasing the likelihood of academic success, campus involvement allows you to explore your interests, connect with the university, make new friends, and maybe create a "home away from home" on campus.



04:32/00:02 Campus Involvement

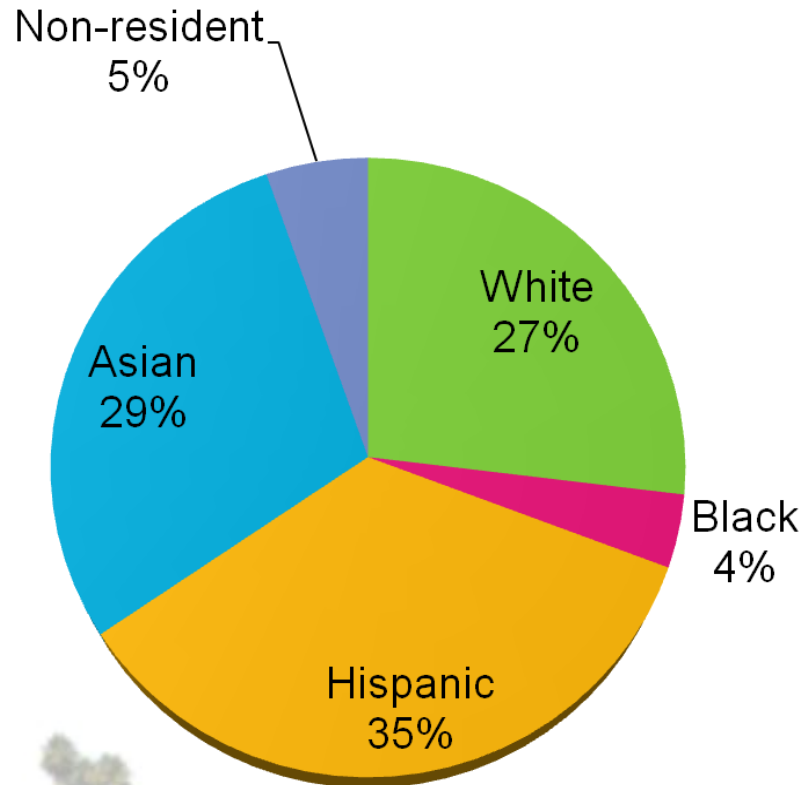
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EN 10:02 AM 4/17/2010

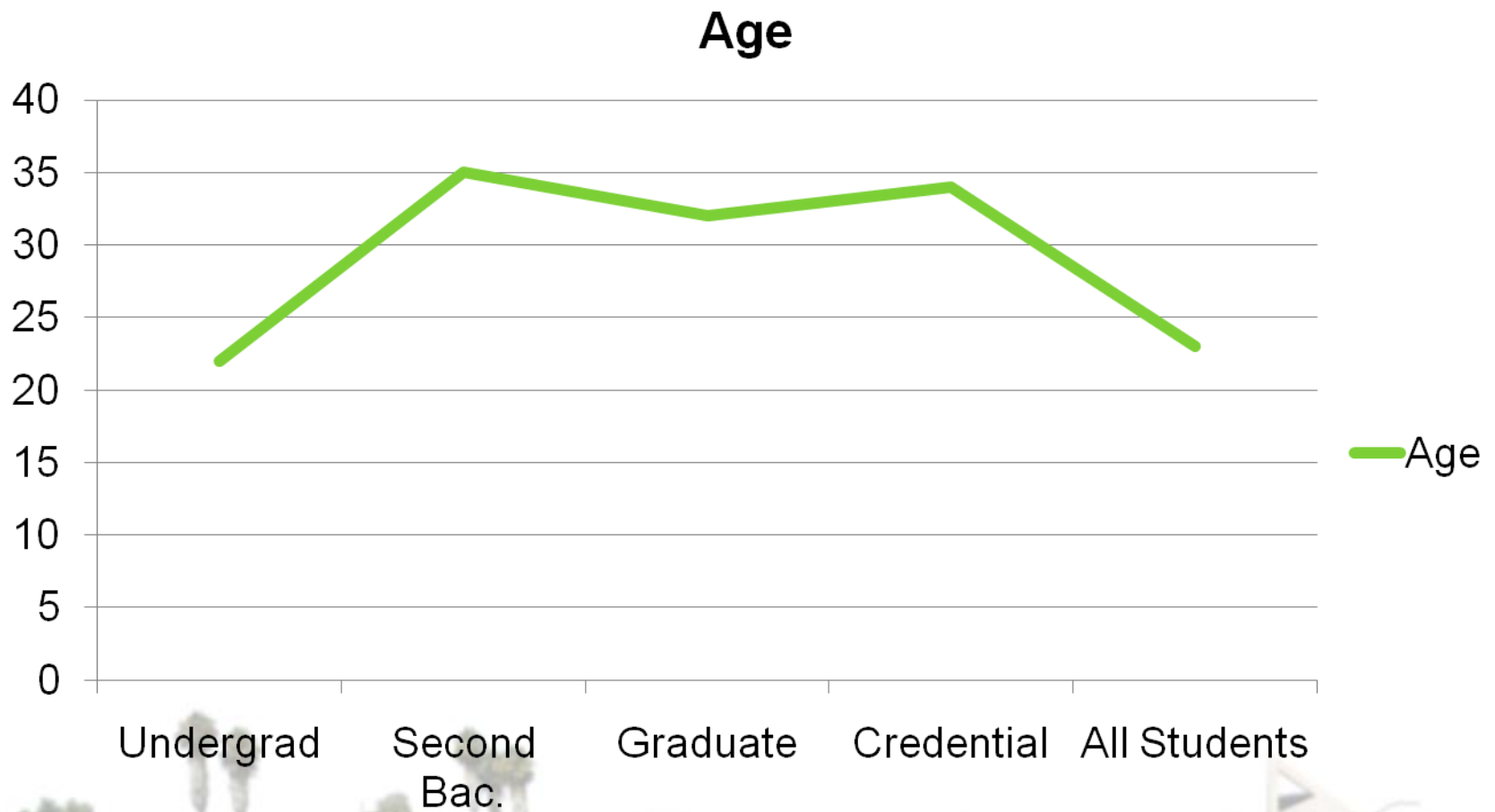
Blackboard Learn ... mydaywiimovies eLearning Asia [C... eLearnAsia2010[1]...

Student Population by Ethnicity

Over 50% ESL Student Population



Average Age of Students



U.S. Study of Undergraduate Students' Use of Technology -- ECAR Study 2009



The ECAR Study 2009 Results

(Educause Center for Applied Research)

- 88.3% own a laptop, 44% own a desktop computer
- 95.8% (18-24yr olds) use Social Networking Sites
 - Only 27.8 % use them for academic purposes
- 83.5% download music/videos
- 41% use Wikis, 35% Podcasts as contributors
 - Only 5.8% use Podcasts in courses or for academic purposes
- 37.7% use their computers for phone calls (VoIP)
- 88.9% have taken a course that uses LMS



2009 ECAR Study - Conclusions

- Students prefer “real books and real people” and say “shiny new tech is no substitute to well-trained, passionate instructors”
- *Some professors are obsessed by IT; some don't use it at all.*
- *There needs to be a balance between human interaction and IT-based learning.*

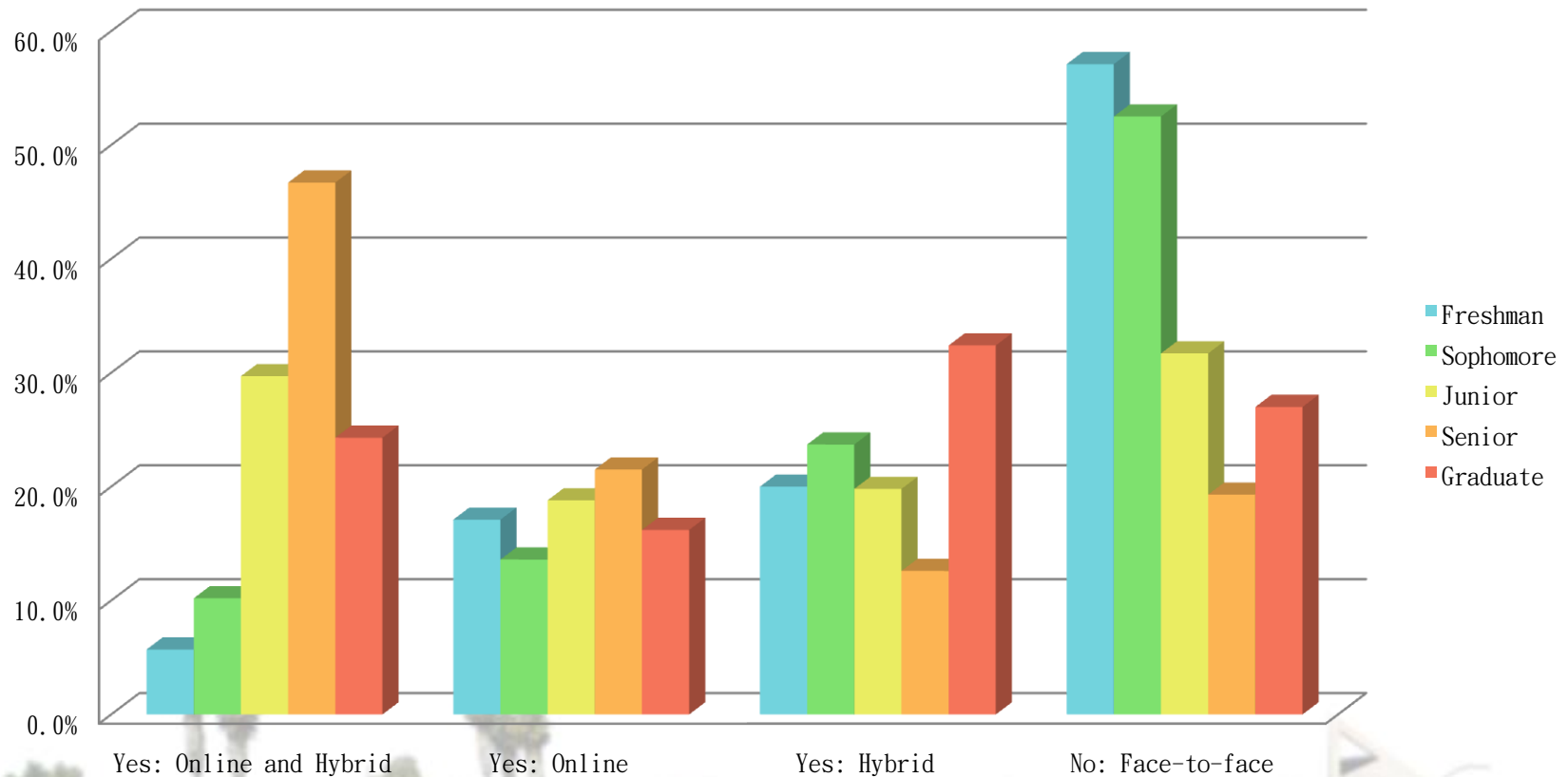


What Do Our (CPP) Students Think of eLearning?

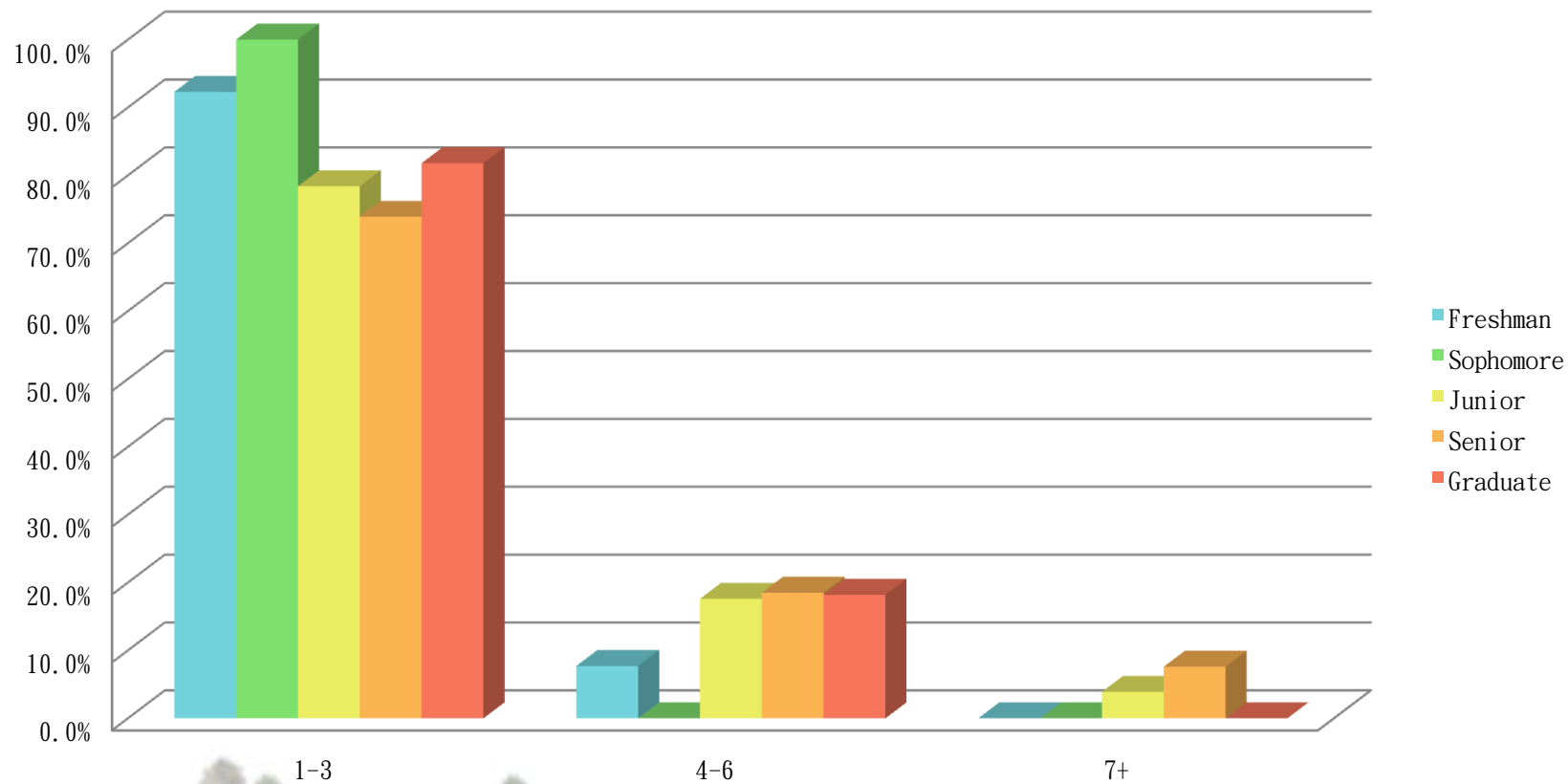


Student Survey on eLearning

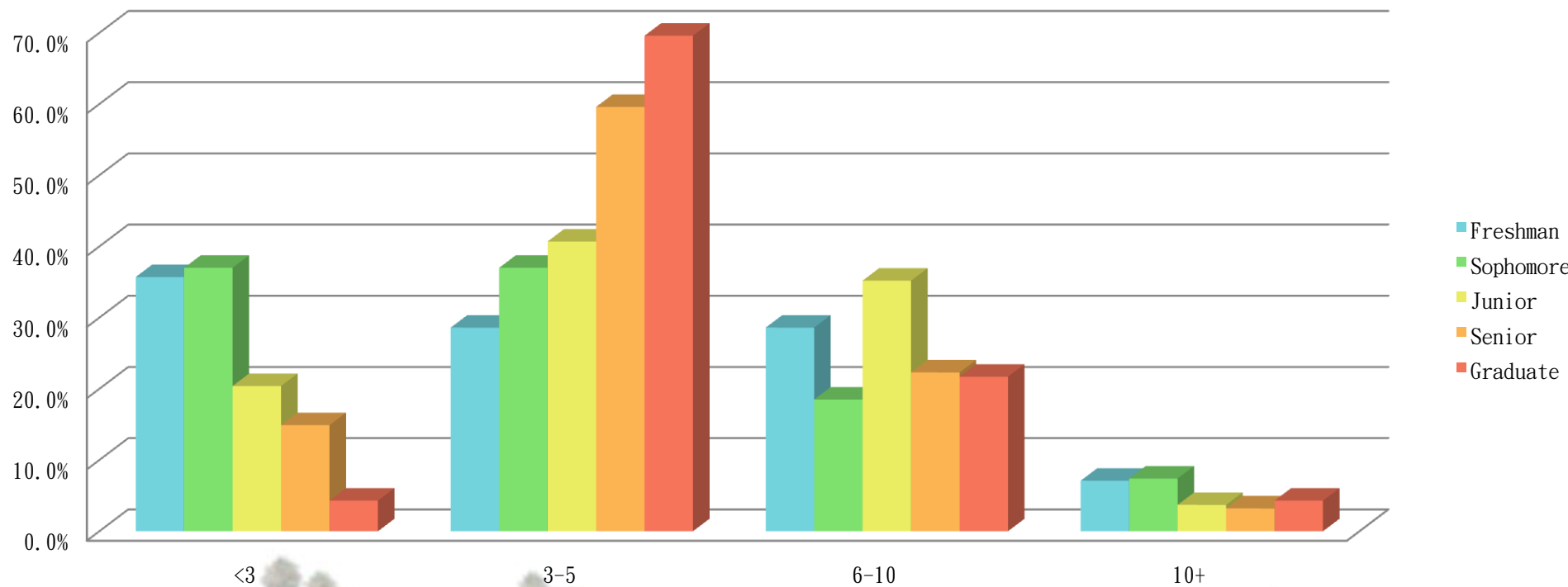
Have taken online/hybrid course



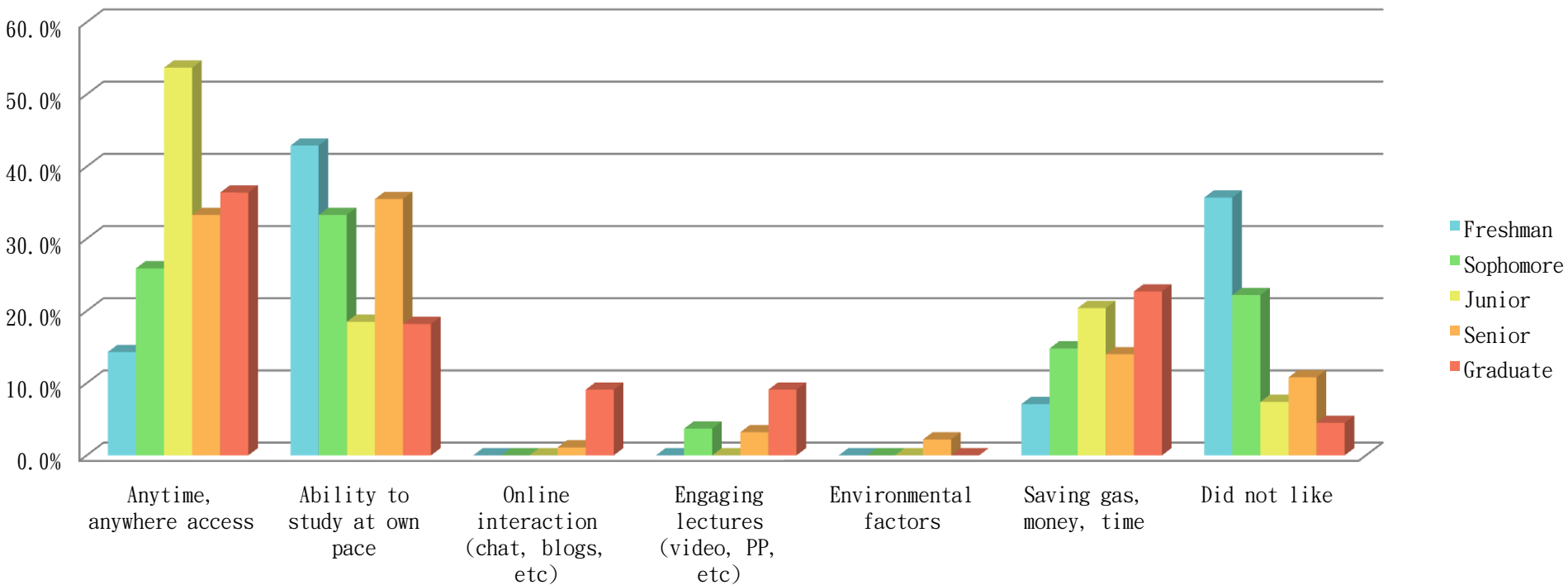
Number of online/hybrid courses taken



Hours per week on course



What did you like most about your online/hybrid course



Would You Recommend Online/Hybrid Learning to Other Students?

	Freshmen	Sophomore	Junior	Senior	Graduate
Yes	57.1	55.6	87.3	73.4	87.0
No	42.9	44.4	12.7	26.6	13.0



Positive Student Comments

- *I really like hybrid courses. It gives me time to work on assignments ... and you can turn them in electronically. More convenient for my schedule, too. I'll be taking an online course next quarter.*
- *This is helpful because I work 10 hours a day and the flexibility of not having to be in class physically every week is great and puts less pressure to try to get time off of work.*
- *So far, every online class has been an enjoyable experience. One instructor has even used instant messenger programs like AIM and VOIP like Skype to do counseling. Overall, they are well organized here at CPP.*

Not So Good Comments

- *While hybrid courses are great, I have found out that they also require a greater degree of responsibility as well as initiative on the part of the student.*
- *My online prof was horrible. -> Quality Assurance*
- *Hybrid makes it very, very difficult to stay focused. Hybrid was not for me. -> Student Self-discipline*
- *Students taking those classes would have to be motivated to actually do their work, because they may get lazy and feel that the material is not very important.*



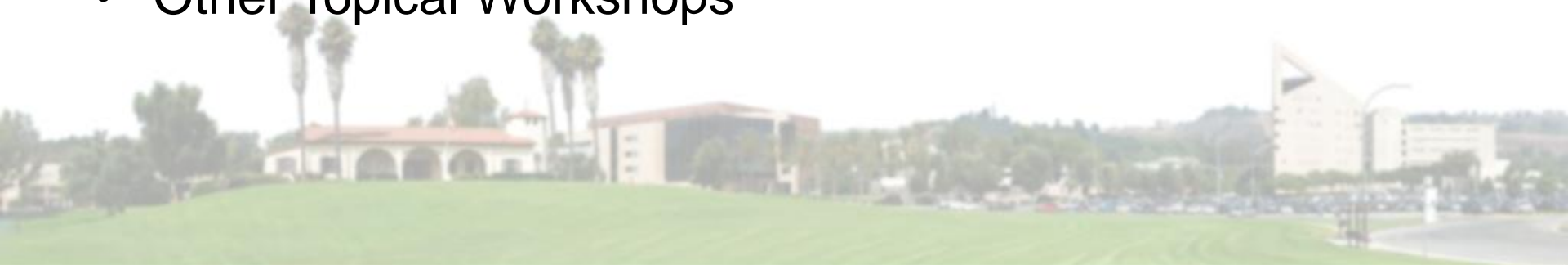
Facing New Challenges in Higher Education

- Beyond the “Bricks and Mortar” Style Lectures
- Older students (25 – 35 years old) with jobs and families to Support
- More educationally effective contents need to be developed for maximum results
- Active assessment of student outcomes and comparison research for success needed for institutional accreditation (WASC)
- Universities want Higher Return on Investment (ROI)



Faculty Training on Online Teaching at CPP

- Monthly Workshop (4 hours long)
- Quarterly Workshop (1 day long)
- Summer Institute (Week long)
- Winter Institute (Week long)
- Beyond the Basics Advanced Training by Topic (Lunch time Brownbag)
- Other Topical Workshops



eLearning Dept.

- Division of Instructional & Information Technology
- Staff: 14 full-time + student assistants
 - MediaVision: Video/Media production and streaming, Distance Ed., Web conferencing classrooms
 - Studio6: Instructional Design Team and open media production lab for faculty & students



Univ. Media Production Support

The screenshot displays the Blackboard Learn web application in a Windows Internet Explorer browser window. The address bar shows the URL: https://blackboard.csupomona.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_3_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2FcourseMain%3Fcourse.... The browser's Favorites bar includes links to Gmail, a video update, and the Blackboard Learn site.

The Blackboard Learn interface features a green header with the Cal Poly Pomona logo and navigation links: My Places, Home, Help, and Logout. Below the header is a green navigation bar with tabs for My Blackboard, Courses, Organizations (selected), Content Collection, Bb Support, and Bb 7/Archive.

The main content area is titled "Introduction" and contains the following text:

Cal Poly Pomona's eOrientation Program is supported in part by the American Council on Education through a grant from the Wal-Mart Foundation.

While modules in the eOrientation may be explored in any order, it is recommended to follow the modules in the order they are listed.

To test your understanding of the material presented in this eOrientation, each lesson within the modules contains a test. Upon completion of all tests, your certificate of completion will be automatically made available to you in the "Printable Certificate" section of the menu.

Below the text is a section titled "President's Welcome" featuring a video player. The video player shows a man in a suit and tie speaking, with a background image of the Cal Poly Pomona campus. The video player controls show a progress bar at 00:55/00:47 and the title "Introduction from President Ortiz".

The left sidebar contains a navigation menu with the following sections:

- OVERVIEW**
 - Introduction
 - Virtual Campus Tour
 - Technical Requirements
 - Printable Certificate
- MODULES**
 - 1. Transition to CPP
 - 2. Campus Technology
 - 3. Academic Success
 - 4. University Business
 - 5. Getting the Most out of College
 - 6. Knowing Your Resources
- RESOURCES**
 - Checklist
 - Reference List
 - Veterans @ CPP
- COMMUNICATION**
 - Blogs

The Windows taskbar at the bottom shows the Start button, several open applications (Blackboard Learn, mybdaiiwmovies, eLearning Asia, eLearnAsia2010), and the system clock displaying 9:55 AM on 4/17/2010.

Technology Support for Learning at CPP

- LMS - Blackboard 9.0
- Video Production and Media Streaming
- Video-conferencing - Studio-based
- Web-conferencing
 - Wimba Express & Elluminate (Pilot)
- Lecture Capture
 - Studio-based with staff support
 - **Echo360** self-serviced



Blackboard for LMS

- Just upgraded to Bb ver. 9.0
- 14,785,670 Hits in Winter 2010 Quarter (10 weeks)
- 19,793 Students
- 638 Faculty Use
- 345 Staff



Summer/Winter Institute

- Week-long intensive training of faculty
- To develop online or hybrid courses
- From pedagogy to multi-media production support
- Stipends for attending the training **and** developing a course
- 95% course redesign completion rate



Pedagogy in Online Teaching

Three instructional design components;

1. Goals and Objectives (identify the learning outcomes)
2. Scope and Sequence (guide and develop the instructional content)
3. Assessments and Evaluation (establish how instructional effectiveness will be evaluated)



Online Course Quality Assurance

- [Course Evaluation Rubric](#) designed to insure the following criteria are met:
 - Sound instructional design
 - Timely interaction & feedback
 - Creative use of instructional media
 - Effective course management
 - Aggressive student outcomes assessment



Production Support for Digital Learning Objects to teach difficult concepts

The screenshot displays a Windows Internet Explorer browser window with the address bar showing https://www.csupomona.edu/~elearning/multimedia_samples.shtml. The page title is "Welcome to the I&IT Learning Site - Windows Internet Explorer". The page content includes a navigation menu with links: [Multimedia Home](#), [Multimedia Learning Objects](#), [Contact Information](#), and [Request Form](#). Below the menu, a text block states: "Below are some samples of Multimedia Learning Objects that we have worked on in the past. Click an icon to see the working demo." The page features six interactive icons arranged in a 2x3 grid:

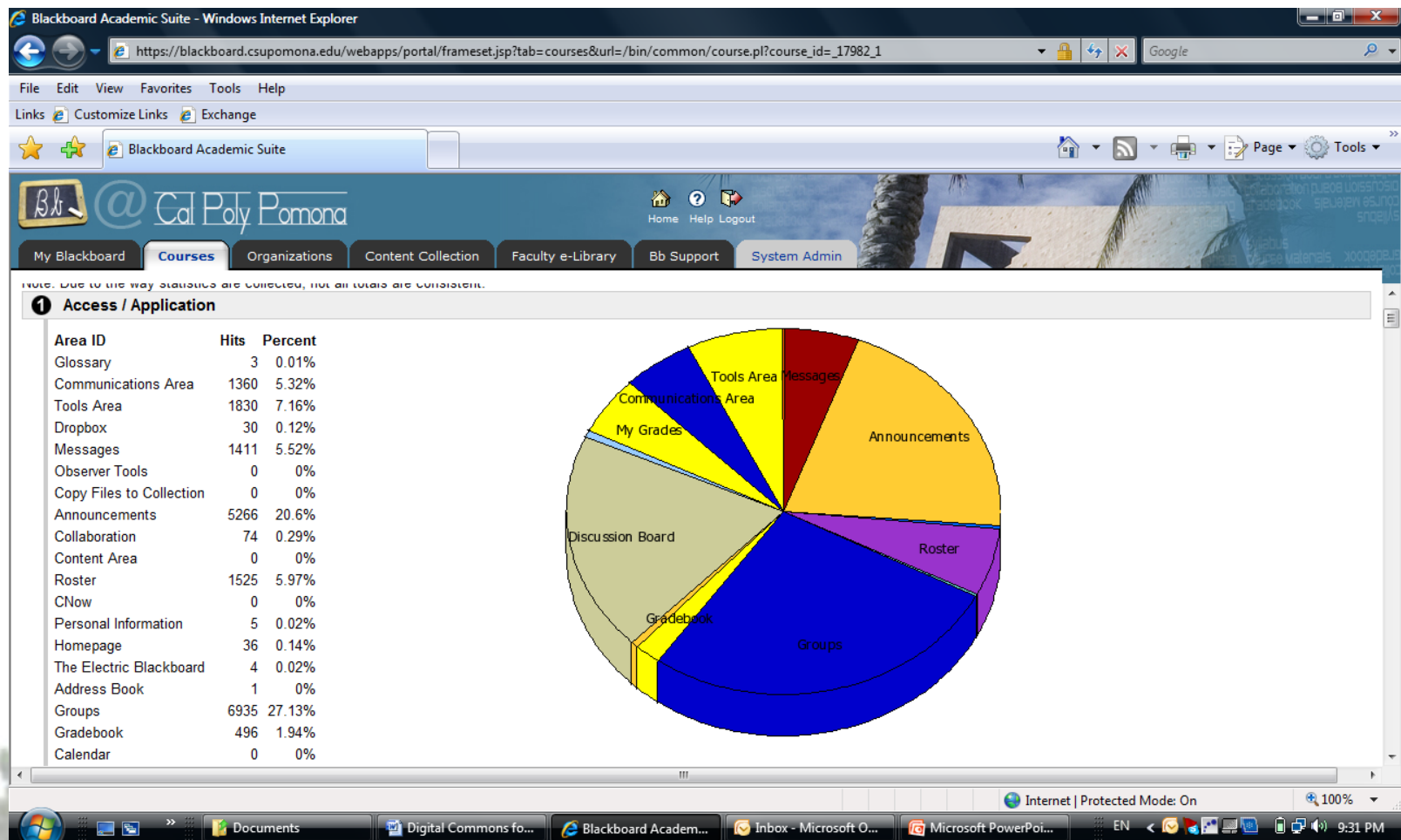
- Triad scheme**: COLOR THEORY SIMULATION, Merchandising and Apparel
- MEDIAN VOTER THEOREM**: Political Science
- WEAVE TECHNIQUE SIMULATION**: Merchandising and Apparel
- WIND & EARTHQUAKE EFFECTS**: Architectural Engineering
- ACCOMODATION OF THE LENS**: Physics Department
- PRINCIPLE RAY DIAGRAM**: Physics Department

The browser's status bar at the bottom indicates "Internet | Protected Mode: On" and "100%". The Windows taskbar at the very bottom shows several open applications: "Welcome to th...", "ceu&powerpoi...", "CEU MOU for ...", "Microsoft Exce...", "CEU_Instructio...", "eLearning Asia...", and "PowerPoint Sli...". The system clock in the bottom right corner shows "8:25 AM 4/18/2010".

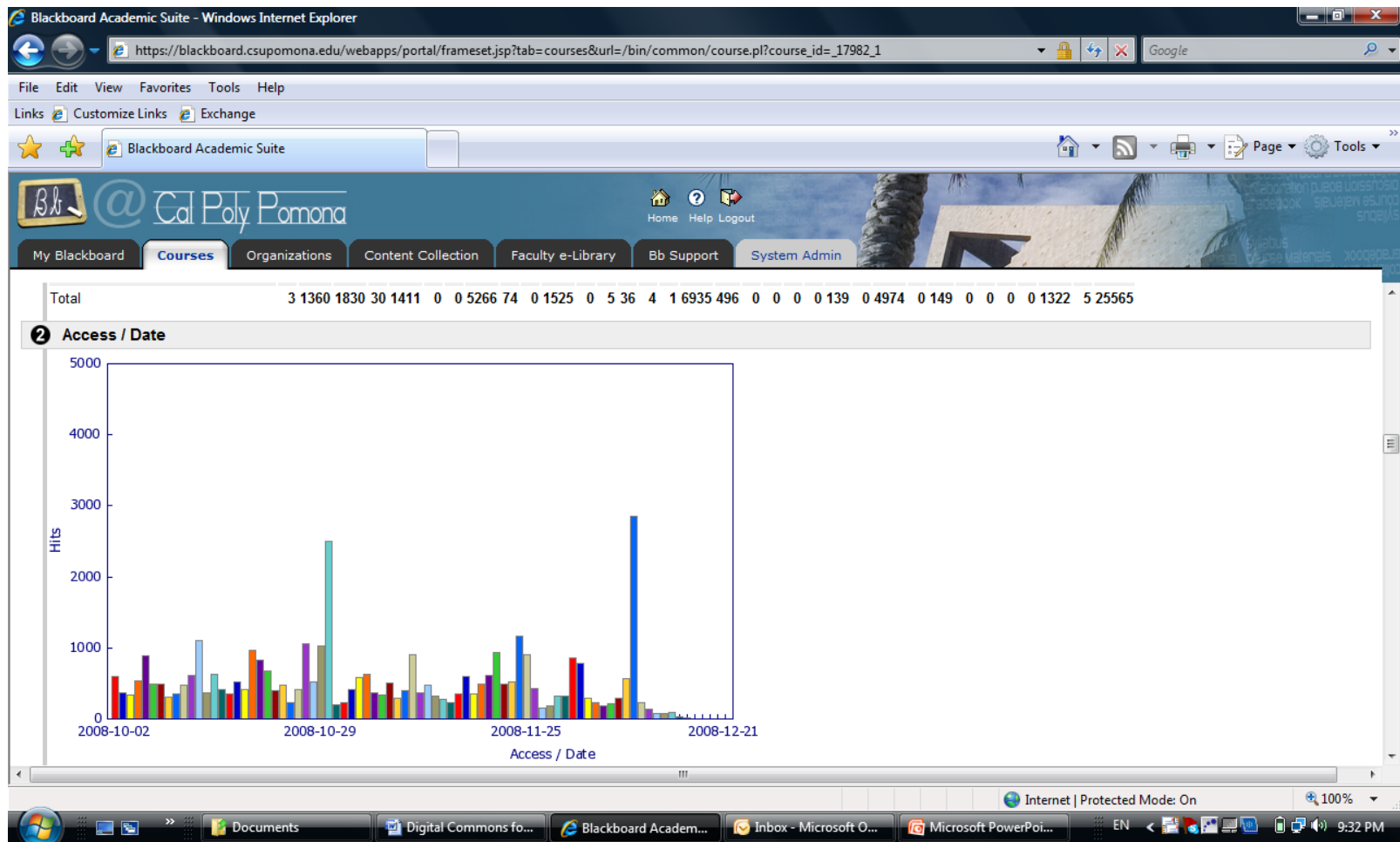
Use of Video on YouTube & Other Social Networking Sites by Faculty

The screenshot displays a Windows Internet Explorer browser window with the Blackboard Learn interface. The address bar shows the URL: https://bbpilot.csupomona.edu/webapps/portal/frameset.jsp?tab_tab_group_id=_2_1&url=/webapps/blackboard/execute/courseMain?course_id=_30496_1. The page header includes the Cal Poly Pomona logo and navigation links like 'My Places', 'Home', 'Help', and 'Logout'. Below the header, there are tabs for 'My Blackboard', 'Courses', 'Organizations', 'Content Collection', 'Bb Support', and 'System Admin'. The main content area features a Google Videos search bar with the query 'africans in america'. A video player is embedded, showing a scene with a large building. To the right of the video player, there is a 'Playlist: Related videos' section with four video thumbnails and their titles: 'Africans in America Part 1B - The Terrib...', 'The History of Slavery In America (part ...', 'JOURNEY HOME', and 'European explorers and settlers brought ...'. The Windows taskbar at the bottom shows the system clock as 9:06 AM on 10/23/2009.

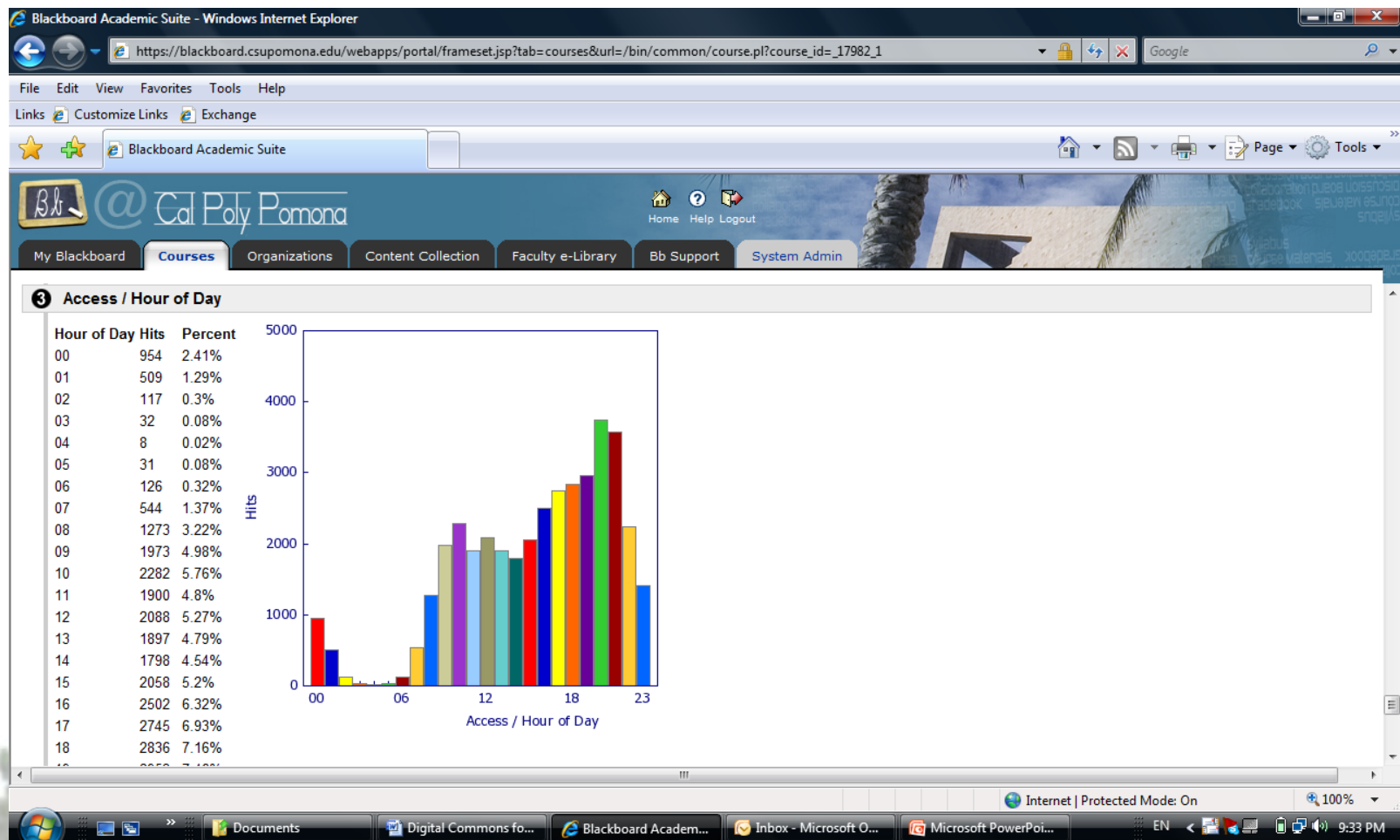
Use Course Statistics for Tracking & Assessment



Course Access by Students



Course Access by Hour of Day



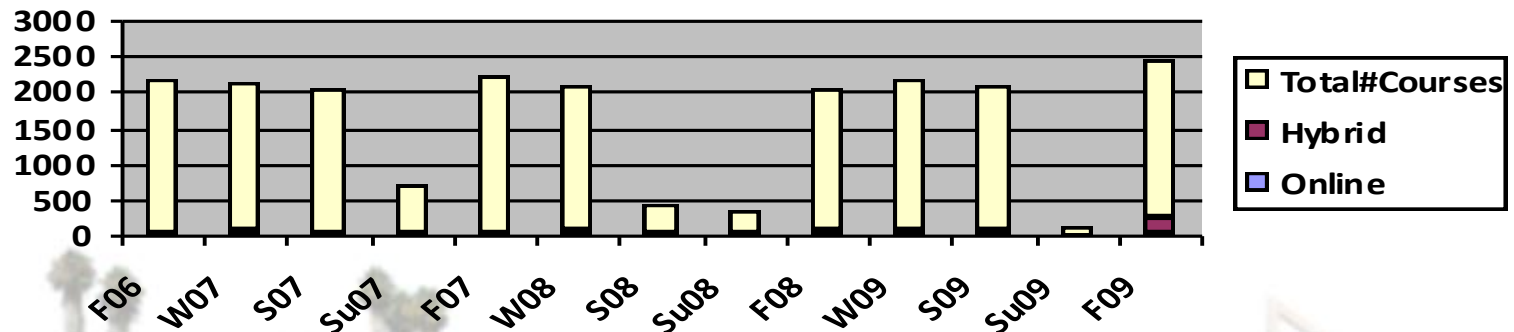
General Increase in Online/Hybrid Courses

Fall 2007 - 67 of the 2190 courses sections offered at CPP were online or hybrid (3.06%)

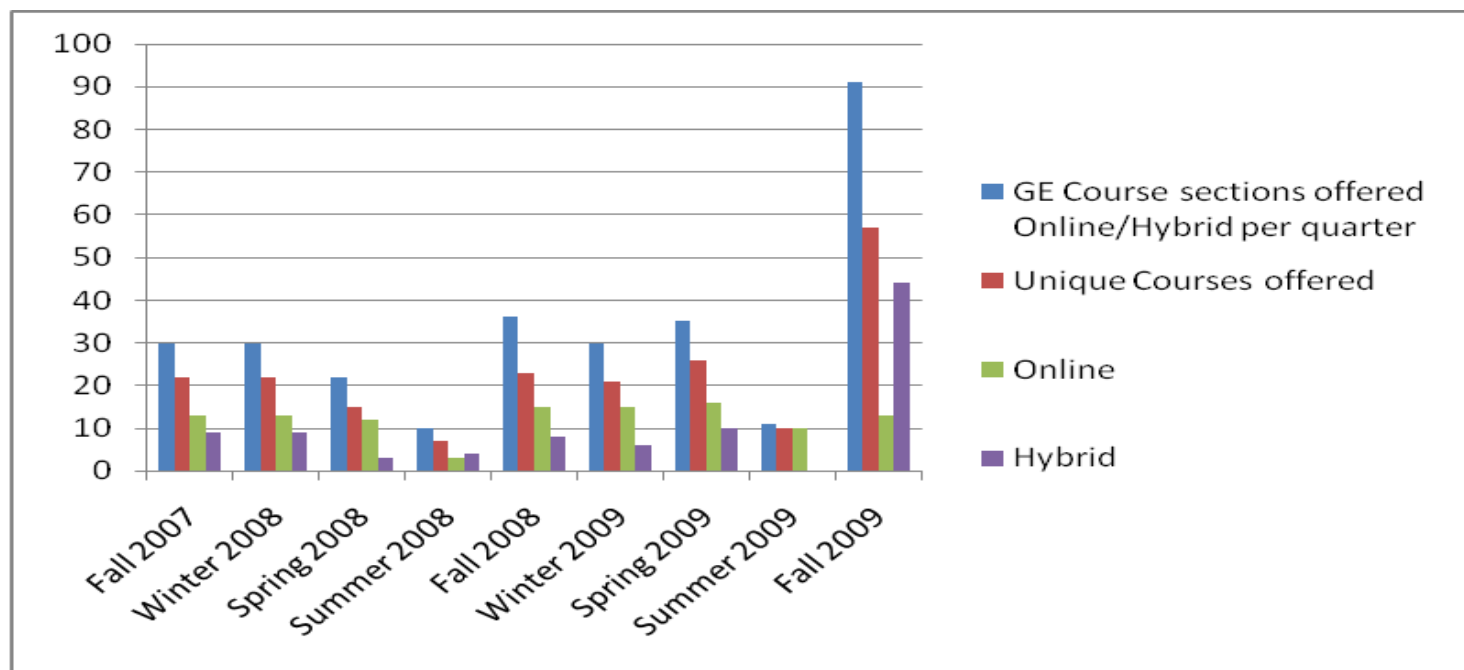
Fall 2008 - 81 of the 1999 courses sections offered at CPP were online or hybrid (4.05%)

Fall 2009 - 291 of the 2174 course sections offered at CPP were online or hybrid (13.39%)

→ Over 300% increase



Increase in General Ed Courses Offered in Online or Hybrid Mode, but Still not Enough



More Reasons to Teach Online

Anytime Anywhere Accessibility - as long as users are connected to the internet

- Faculty or students sick at Home
- Campus closures due to an epidemic, earthquake, hurricane, and other natural disasters
- Faculty attendance to conferences or other professional development
- Efficient use of classrooms on campus - Sharing



University Strategy - Business Continuity Planning (BCP)

- **Business/Education Continuity Planning**
 - H1N1 Outbreak Preparedness
 - [CDC Guidelines & Pandemic Influenza Planning Checklist](#)
 - Furlough Days Due to Budget Cuts
 - 10% reduction in teaching with 10% salary cut for faculty contact hours with students
 - Every Other Fridays on Furlough with 10% Salary Cut for Staff



Budget Cut Leads Univ. to:

- Find less labor-intensive methods of lecture capturing
- Do-it-yourself technology tools rather than high-end studio production for faculty use
- Asynchronous lectures for student viewing and reviewing



Echo360 as One of the Solutions at CPP



So, the Bottom Line is:

We need to get *lean and mean* in what
we do;
and achieve *more with less!*



2009

Celebrating Outstanding Online Learning

History of Civilization: The Ancient Period: Dr. Anne Wohlcke

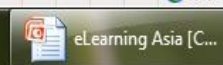
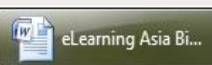
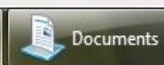
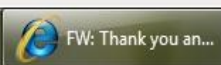
Research Skills for College Success: Christy Stevens

Geography of California: Dr. [Name]

Hospitality Marketing Management: Dr. Jian Zhang

Introduction to Comparative Politics: Dr. James J. Kim

... Systems: Dr. Larisa Preiser





Thank you very much!
Contact me if any questions:
hyeok@csupomona.edu

