ITLC Presentation
February 5, 2013
UCSD

"What are the things that are constantly out there –
but never make it to the top of the list to resolve?"

Overview

- Provide open time for ITLC to discuss educational technology issues
- Just ask if you need clarification on items or want to pause and move to a discussion

1:00-1:15	Intros / overview
1:15-2:30	Online Education
2:30-2:45	Q & A
2:45-3:00	Concluding Thoughts / Next Steps

Online Education

- Summary of the Trends
- Implications
- Observations
- Connection Points with Campus / System Academic Leadership

Trends

- The support needs for faculty interested in online and hybrid instruction are growing. This includes:
    - support for online teaching pedagogy,
    - technical training, and
    - support of the underlying infrastructure and systems that enable online and hybrid learning to occur
- Enthusiasm and momentum around particular high visibility initiatives are accelerating on campuses, systemwide, and nationally.
    - Regents meeting called for the creation of 138 online courses with the goal of creating a complete online experience for the first 2 years of undergraduate education.
    - There is some conflation and confusion amongst faculty between MOOCs and for-credit online courses, mainly because MOOCs have received so much recent attention. This confusion extends to both how the courses are taught, how grading and course credit works, and the technology platforms available.
- The promise of data analytics and the ability to gain insight into how students learn and interact in these technology-mediated environments is one driver for this momentum.
- Biggest concerns about online education among faculty: quality of the courses and how assessment will work in online environments. These primary concerns are closely followed by questions about IP ownership of content and (closely related to "quality") how these new online courses will affect accreditation. De Gallow at UCI did an extensive report on online education that outlines additional concerns (available on request).

- The primary objective of faculty for online / hybrid education: improve teaching and learning. Other important objectives include:
    - expanding student access
    - allowing students to take courses across UC campuses
    - introducing self-paced course completion to reduce the number of (failed) courses that need to be repeated.
- Faculty face challenges as they shift from the traditionally insular activity of teaching to a more transparent, team-based (inclusion of instructional designers, instructional technologists, etc.) approach of course development.
- In the marketplace, there is a proliferation of commercial, hosted solutions that seek to monetize instructional activities and gather information on their use.
- While marked resistance to UCOE (and other systemwide initiatives) from faculty and academic leadership is evident across the campuses, there is a clear indication from UCOP to enable cross campus enrollment with an eye toward expanding the number of undergraduate courses that UC students can take online for credit.

Implications

- Renewed interest in online and hybrid education implies a predictable increase in the amount of support and resources needed to accommodate growing demand in this area. This demand may outpace our ability to allocate resources. Affected areas in IT include:
    - Technical training and ongoing support for faculty, TAs, and students. Perhaps extended hours of support (even as much as 24/7).
    - Production support for development of online materials such as videos and learning objects.
    - Need for central repository for sharing support materials.
    - Expanded use of webinar / online collaboration tools / web conferencing.
    - Expanded use of streaming audio, video, and podcasts (rich media content)
    - Storage capacity: delivery, curation, and archiving of video and other rich media content
    - Network infrastructure (including wireless networks) and the need to push rich media content. Increased need for / use of / integration with (third party) cloud services.
    - Presentation technologies in physical classroom spaces
    - Lecture capture
    - Software licensing, media licensing, and licensing of eBooks / eTexts - potential impact on Technology Acquisition Support group (TAS), campus procurement offices, and UC Libraries.
    - LMS and coordination of multiple LMSs across the system, campuses, and University Extension(s)
    - Appropriate planning and investment needed in developing key integration points. Expanding need to manage relations with an increasing array of third party vendors that provide supplemental functionalities to teaching and learning. While external hosting can often result in reduced costs, improve business continuity, and free up staff to focus on mission critical activities, etc.), increasing use of third party vendors for instructional content may result in:
        - disintermediation (efforts by service providers to eliminate university as an intermediary in the instructional transactions that occur between faculty and student),
        - dislocation of instructional content (storage of content outside of our control), and
        - appropriation of data / analytics related to usage patterns of these externally

hosted systems.
    - loss of control and difficulty proving legal compliance to federal and UC regulatory bodies regarding data / content retention and security.
    - service level requirements for uptime and problem resolution.

- Growth in online and hybrid education will affect specific university stakeholders:
    - Students
    - Faculty
    - Academic Senate and governance committees (campuswide / systemwide)
    - Undergraduate education / Chief Academic Officers
    - Academic support groups that provide tutoring and learning support services for students (including but not limited to students at risk)
    - UC Librarians / Libraries
    - Centers for Teaching and Learning (or their equivalents)
    - IT Divisions
    - UC Extension(s)
    - Summer Sessions
    - Student affairs
    - Liaisons between campuses and systemwide entities
    - Liaisons between campuses and Colleges / professional schools / etc.
    - Legal Counsel
    - Risk Management
    - Registrar's Office
    - Staffing implications in various areas including student staff to support transition to online courses.

- Academic plans and committee policies developed and endorsed by faculty are needed to address the turning tide of online education. However, these plans and policies must stand the test of time as successive committee members cycle through in the coming years. This implies that the campus and systemwide objectives that undergird much of our IT planning will be subject to modification. Our campus constituencies will evolve their conceptual understanding of the impact of online and hybrid education as they gain real world experience within this new paradigm.
- The proliferation of multiple initiatives (UCOE, Coursera, Udacity, Open Courseware, edX, ongoing efforts at UC Extension(s), campus-based efforts, school / divisional efforts, individual faculty efforts, etc.) has caused a lack of clarity between the role and responsibilities of UC Extension(s), teams at UCOE, and campus educational technology support groups.
- WASC accreditation concerns, emphasis on student learning outcomes, and faculty IP / ownership issues have insinuated themselves into the course approval process and impacted roll out of online education initiatives.

Observations

1. **At UC, online education must arise from and be led by faculty.** It has to be first and foremost about quality, education, and learning. Additionally, there is a tension between the institutional objectives of online education and the objectives of individual faculty. Somehow, faculty need to become involved in how institutional concerns can be met at each campus. Faculty are becoming aware of the need to lead this.

2. **Position resources proactively in the educational technology support areas and related IT departments.** Each campus needs to develop its own expertise and support staff for developing / supporting online instruction. Leadership is required to meet anticipated growth in support so that faculty (and TAs) have access to adequate instructional design, pedagogical support, and educational technology resources.

    a. Support services that promote grassroots online course development and cross campus collaboration. Curricular change must develop from the bottom up to effectively gain faculty acceptance and maintain academic rigor each campus has created.
    b. Continue collaboration between ETLG and other systemwide support groups (e.g., EALT) in support of instruction.
    c. Consider the possibility of forming shared instructional content repositories and / or course content archives systemwide, perhaps in conjunction with UC Libraries / CDL.
    d. Allocate resources to gauge the effectiveness of educational technology solutions used across the campuses (comparisons based on common metrics). ETLG to continue discussions around common metrics data and the potential of collaboration in this area.

Connection Points with Campus / System Academic Leadership

In addition to the considerations for ITLC mentioned above, there are related connection points with the campus / system level academic leadership that need to be addressed through broader discussions. The process has already begun as the EVCs are currently aggregating information on the various online education efforts across the campuses. As of 2/1/13, a summary spreadsheet of this effort has been shared with ITLC. **It is suggested that ITLC encourage a conversation with top (EVC level) academic representatives from each campus to openly discuss the challenges.** The results of this discussion will drive the IT infrastructure decisions. The following list provides an overview of some of the challenges. This list is not in priority order nor is it comprehensive:

1. Articulate the roles and responsibilities of the various support groups - campus educational technology groups, UC wide entities, and UC Extension(s).
2. Reworking a course for online delivery involves significant upfront effort from both a pedagogical and technical standpoint. Lend support to an effort to stabilize or rebuild centers for teaching and learning across the UCs and strengthen their ties to Central IT groups.
3. Provide incentives to faculty who are engaged in online and hybrid instruction (perhaps linked to completion of professional development in how to teach online - such as the program at UC Davis).
4. Determine role of Librarians in the development of instructional materials, the sharing of subscription-based content across broader populations, and the curation of online courses.
5. Provide resources to each campus to answer academic policy and legal questions involving online instruction. Work to ensure compliance.
6. Provide systemwide training for academic support staff, including educational technology staff, to address the compliance layer (ferpa, IP, copyright, and ADA compliance, IT security).
7. To facilitate online and hybrid education, the UC needs policies (at the campus and systemwide level) that encourage and provide recognition for faculty teaching online and hybrid courses. See UCI policy that defines online, hybrid and traditional courses: http://www.senate.uci.edu/Councils/CEP/CEP_Manual/R%20Online-Course-Approval%20Guidelines.pdf
8. Provide training and support for undergraduates taking online courses.