DESIGNING UNIVERSITY TEACHING FOR A DIGITAL AGE

Dr. Tony Bates,
Tony Bates Associates Ltd,
Vancouver, BC, Canada
Overview

1. Demands of a digital economy
2. Online learning trends over the last five years and why
3. How to make decisions about the use of technology for teaching
4. Online teaching models
5. Implications for the university
6. Conclusions
Demands of a digital economy

- Future workforce = knowledge-based industries (IT, health, finance, design, entertainment) + service industries + trades
- Digital skills
- 21st century skills
- Changes in teaching methods
21st century skills

- communication skills
- independent learning
- ethics/responsibility
- teamwork and flexibility
- thinking skills (critical thinking, problem-solving, creativity)
- IT skills embedded in subject area
- knowledge management
Growth of for-credit online learning

Source: Seaman and Allen, 2014

Online enrollments growing 5 x faster than campus enrollments

High completion rates (80-85%)
Trends: hybrid learning

- Last 12 months: big move to hybrid learning (in Canada)
- Probably 50% of all classes will be hybrid by 2020
- ‘Flipped’ teaching: BUT: it can be so much more - move towards re-design
- What is the best use of face-to-face time? What is the right mix?
Why the move to blended/hybrid learning?

- Large lecture classes
- Recognition that students can learn ‘some things’ online
- New, easy to use technologies, e.g. lecture capture, LMSs
- Demands of knowledge society: 21st century skills
- Need for more flexible delivery
Trends: open education

- open textbooks
- open courses (MOOCs +)
- open resources (OERS)
- content will be free, abundant and all online (open journals)
- service (quality teaching + learner support) key quality differentiator
Trends: MOOCs

- cMOOCs (Siemens, Downes, Cormier): different instructors; web conferencing; students use social media; massive ‘communities of practice’

- xMOOCs: Coursera; edX; FutureLearn; lecture capture; peer review, computer testing; massive online broadcasting
MOOCs

- Driven by Ivy League institutions
- Bandwagon effect: UofT; UBC
- Enrollments: 10,000 +, but low completion rates: <10%
- Attempts at accreditation (e.g. ACE) but assessment a massive challenge
- No credible business models yet
What kind of courses?

- Face-to-face
- Classroom aids
- No e-learning

- Hybrid (reduced face-to-face + online)
- Blended learning

- Distributed learning
- Fully online (distance)
- Fully e-learning
What kind of course?

- where on the continuum should my course or program be?
- four deciding factors:
  - teaching philosophy
  - targeted students
  - demands of subject discipline (content + skills)
  - resources
How do you want to teach online?

to this?

+
Who benefits from online learning?

- lifelong learners wanting new qualifications/upgrading
- full-time students wanting more flexibility
- students needing 21st century skills
- independent learners
- remote, isolated students?
Subject requirements

- What do students need to know? (content)
- **Content**: haematology
- What must they be able to do with their knowledge? (skills)
- **Skills**: identify analytes, analyze glucose and insulin levels, interpret results
## Subject requirements

### Learning objectives

<table>
<thead>
<tr>
<th>Activity</th>
<th>Face-to-face</th>
<th>Online</th>
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</thead>
<tbody>
<tr>
<td>Learn theory and terminology</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Observe analytes under microscope</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Design experimental set-up using virtual equipment</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Video of interactions under microscope</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Insert glucose</td>
<td>x</td>
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</tr>
</tbody>
</table>
Resources

- Instructor’s time (workload; course design)
- LT support (instructional/web design)
- Experienced colleagues
- Technology (e.g. LMS)
- Open educational resources
Online learning technologies

Learning management systems

- Instructor determines content
- Assessment by instructor
- Online discussions
- Interaction with instructor
- With or without instructional design
Online learning technologies

Lecture capture

- Instructor determines content
- No adaptation for online learners
- With or without additional learner activities
- Interaction mainly through TAs
- Automated assessment
Online learning technologies

**Social media/web 2.0**
- Blogs, wikis, e-portfolios, video, mobile
- learners find/create/add/adapt content around defined learning outcomes
- ‘open’ access, content, services
- instructor ‘guide-on-side’/consultant
Fully online (for credit): quality standards

Lots for fully online learning (20)

- For different sectors/countries
- based on 25 years of experience/research
- all quite similar
- mainly design and process focused
- often unknown or ignored by instructors
Nine steps to quality online teaching

1. How do you want to teach online?
2. What kind of online course?
3. Work in a team
4. Build on existing resources
5. Master the technology
6. Set appropriate learning goals for online learning
7. Create a strong online course structure/schedule
8. Communicate, communicate, communicate
9. Innovate and evaluate
‘Advanced’ online course design

- core skill: knowledge management
- how to find, analyze, evaluate and apply information
- open content within a learning design
- student-generated multimedia content: online project work
- assessment by e-portfolios
New teaching approaches

- from information transmission to knowledge management
- skills development + content
- lecture-based courses replaced by student projects, problem-based learning, collaborative learning
- goodbye written exams: replaced by e-portfolios demonstrating student’s knowledge/skills
Disaggregated services

- More adult learners than school leavers + ubiquitous content
- Students choose among services:
  - admission/career counselling,
  - teaching/academic learner support
  - campus experience
  - qualifications
  - lifelong learning
Who should decide?

- Face-to-face, hybrid, fully online? LMS, lecture capture, web 2.0?
- One course, multiple delivery, for different students?
- Individual instructor; program team; senior admin?
- program level: a progression?
- What mechanisms for this decision?
Implications for decision-making

Who should decide on:
- face2face/hybrid/fully online
- choice of technologies on a course?

Institution sets general direction

Program team decides balance based on target groups/learning outcomes, integrated with annual academic planning and budget process

Individual faculty decide at course level
The importance of strategic thinking

Strategic thinking more important than a detailed plan, focusing on:

- Being clear on the broad goals for online learning
- How best to achieve these goals in teaching and learning through faculty:
  - visioning/discussing teaching
  - planning programs
  - designing courses
Implications for the campus

- Impact of online learning: less need to come to campus: 50% hybrid?
- Why get on the bus? What can we offer?
- Expansion: more buildings or online?
- New teaching methods: what kind of learning spaces?
- Need decisions now for 2020
Managing cultural change

Faculty must be part of the solution by:

- understanding rationales for use of technology in teaching
- being involved in decisions about learning technologies at all levels
- working in a team with IDs, etc.
- being better trained
- finding teaching more fun and rewarding with technology
Conclusions

• Future is not pre-determined; you have choices

• What kind of institution do you want to be?

• What is your competitive advantage?

• What are your main threats and dangers?
Questions

- How could digital technologies be used to foster scientific/historical thinking (rather than teaching about science/history?)

- Do you discuss ‘markets’, teaching methods, and the role of technology at a program level?

- Are you getting the support you need to teach well with technology?