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Online Learning @SF State

Presentation to Danish Parliamentary Committee on
Education and Research
September 9, 2016

Dr. Brian Beatty
Associate Vice President for Academic Affairs Operations



Agenda

- **Overview of Online Learning @SF State**
- **Teaching and Learning with Technology at SF State**
 - The “iLearn” Technology Suite
 - Modes of Instruction
 - HyFlex Course Design
- **Online Courses at SF State**
- **Quality Online Learning and Teaching**
- **Faculty and Student Support**



CSU Student Success Initiatives

- ❑ Accessible Technology Initiative
- ❑ Proven and Promising Course Redesign
- ❑ Affordable Learning Solutions
- ❑ Quality Online Learning & Teaching
- ❑ Facilitating Graduation
- ❑ CourseMatch
- ❑ Closing the Achievement Gap
- ❑ Online Program Development
- ❑ Faculty Research & Collaboration
- ❑ Cost-Savings Measures
- ❑ “Access to Excellence” Strategic Plan
- ❑ Synergy Projects (LMS, Virtual Labs, etc.)



San Francisco State

- 30,000 students and 1,500 faculty
- 125 years of “onground” experience and excellence
- Serving a challenging population – first generation college students, non-native English, urban (expensive), traditionally under-represented minorities
- Initial online degree programs in development, but 150 online class sections; 13,000 online enrollments
- > 75% of classes use online technologies to support f2f instruction



Teaching & Learning with Technology

Traditional Tech-Enhanced Hybrid HyFlex Online



Exploring Content | Active Learning | Assessing Learning



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"iLearn Suite"



Exploring Content | Active Learning | Assessing Learning

Explore Content



Manage and share course materials (files, URLs, CourseStream lectures, DIVA archives, Library eReserves) all from one place.



Find and share audio, video, or images through this SF State digital archive.



Capture and share lectures, pre-recorded greetings, and presentations.



Hold online course sessions or virtual office hours with web conferencing.









Search iTunes U, YouTube, Flickr, Khan Academy, online library resources, and more to find content, and have your students help!

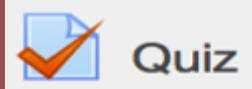


Find affordable textbooks, peer-created lesson plans and free teaching and learning materials.

Active Learning (Engagement)

 Forum	Post reflective questions (journals), discuss a course topic, or post FAQ's.
 Wiki	Create online documents collaboratively with individual students or student groups.
 Groups	Create groups in iLearn to facilitate collaborative work (e.g., peer-review) with discussion forums, wikis and web conferencing.
 Blackboard collaborate	Hold course sessions online (video, shared slides, chat, polling), invite a remote guest speaker or conduct virtual office hours with web conferencing.
 iClicker	Conduct real-time polls, and quizzes in a classroom, then post results in iLearn.
 labspace	Provide students virtual access to a variety of software. Faculty access research specific applications.

Assess Learning



Create online quiz assessments in iLearn using an array of question types and automatic grading.



Provide grades, rubric feedback, and comments for work students upload in iLearn, create online or perform in class (e.g., student presentations).



Flag instances of possible plagiarism, and provide feedback using comments and rubrics.



Collect student work and reflections for comprehensive student assessment and program-level assessment.



Provide students with timely grades, feedback, and a tool to project grades in iLearn.



Conduct real-time polls, and quizzes in a classroom, then post results in iLearn.



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Learning Management System

iLearn You are logged in as Margaret Beers (Logout)

Learn > ATSH

People

- Participants

Activities

- Assignments
- Forums
- Glossaries
- Quizzes
- Resources
- Wikis

Administration

- Grades
- Profile

Collaborative Sites

- AT Summer Institute 2010
- AT Summer Institute Planning
- AT Video Production Seminar 2
- Campus Computing Coordinating Council

Topic outline



Historical and Contemporary Aspects of Food, Beverage, and Culture in America

Historical and contemporary approaches to ethnic food and beverages that affect eating habits in the U.S. Social, economic, psychological, and other influences affecting food, beverages, and culture.

- Instructor Name: Teacher
- Office Hours: 0:00 - 0:00
- Office Number: ###
- Phone Number: ###-##-####

Required: Please read through each topic linked in the table below before beginning the course.

First Steps: About This Course	Technical Information	Grading Guidelines
<ul style="list-style-type: none"> Course Syllabus If You Have Course Questions Learning Success Tips 	<ul style="list-style-type: none"> iLearn Tech Requirements & Help Setting Up Your Profile 	<ul style="list-style-type: none"> Grading Guidelines & Expectations Course Rubric(s)

iLearn Help

- iLearn Alerts
- Email iLearn Support
- Chat (Unavailable)
- Contact Information
- Help Documents

Latest news

(No news has been posted yet)

Library Information

Assistance

Library Chat
Call: (415) 338-1854
Email: libref@sfsu.edu
Library Hours



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A Student Perspective (Kenji Ikemoto, 2014)



Everything revolves around the iLearn course site.



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A Student Perspective (Kenji Ikemoto, 2014)



Grades



Due dates and rubrics



Lectures & Reading



Forums & Feedback

Pretty much anything related to the course!



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SF State iLearn Usage Stats

Average Daily Logins: 33,641 (Fall)
30,364 (Spring)

	Fall 2013		Spring 2014	
	Users	Percentage	Users	Percentage
Active Courses	2,993	73.66%	2,888	74.86%
Instructor Use	2,047	79.92%	2,034	79.65%
Student Use	32,837	93.52%	31,529	90.93%
Courses (100+enrollment)		83.23%		85.40%



SF State Modes of Instruction

Traditional Tech-Enhanced Hybrid HyFlex Online



FACE-TO-FACE
CLASSROOM



CLASSROOM
AIDS



MIXED-MODE:
CLASSROOM
AND ONLINE



FULLY ONLINE



PRINT
AUDIOTAPES
TV, VIDEO-
CONFERENCING

E-LEARNING

DISTANCE EDUCATION



Traditional Course

	Meetings	Resources	Activities	Assessment
In Person	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Technology Enhanced Course

	Meetings	Resources	Activities	Assessment
In Person	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtual	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Online Course

	Meetings	Resources	Activities	Assessment
In Person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Hybrid Course

	Meetings	Resources	Activities	Assessment
In Person	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Virtual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Instructor decides when and where to meet



HyFlex Course

	Meetings	Resources	Activities	Assessment
In Person	✓	✓	✓	✓
Virtual	✓	✓	✓	✓

Instructor provides in-person and virtual options; student decides participation mode

“student-driven hybrid”



What is HyFlex?



- ✓ Alternatives
- ✓ Equivalence
- ✓ Reuse
- ✓ Accessible



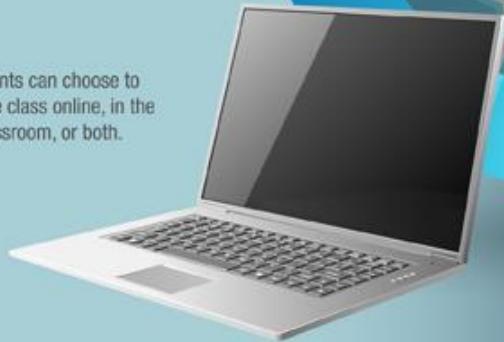
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What is HyFlex?



This gives students the freedom to study when and where they want to based on their own needs, desires, and preferences.

Students can choose to take the class online, in the classroom, or both.



HyFlex classes combine elements of both online and classroom-based learning – they take hybrid courses to a new level of flexibility.



Course material is offered in traditional and online formats.



Students can choose how they attend courses weekly, which can resolve many scheduling conflicts.



SF State HyFlex Definition

In a Hybrid Flexible (HyFlex) Class, students can choose to attend class either in an assigned face-to-face environment or in an online environment, synchronously or asynchronously. Online technology is primarily used to provide students with flexibility in their choice of educational experience, and to communicate with the faculty member inside and outside of office hours.

Academic Senate Online Education Policy# S12-264



HyFlex Benefits to Students

- I have more control over my personal schedule
- I have more resources to use for learning
- I can avoid class scheduling conflicts
- I can learn as fast or slow as I can manage



HyFlex Benefits to Faculty

- I can serve more students; pedagogy allowing
- I build capability and capacity to teach online
- I have a “built-in” alternative delivery plan



HyFlex Benefits to Institution

- Use our facilities more efficiently
- Stay “open” if facility is not available
- Use our instructor resources more efficiently
- Reduce time to graduation and increase graduation rates:
- Reduce scheduling conflicts for students
- Students can learn more effectively



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HyFlex Example

February 8 - February 14

Session 3: *Learner and Context Analysis, Tools for Front End Analysis*


Readings: Textbook Chapter 5

Review Quiz - complete before class this week *required*

 Quiz 2: Performance Analysis and Training Needs Assessment

If you attend class in person:

 Week 3 Agenda (for in-class participants)

 Post your learner and context analysis answers to this forum (live class only)

If you attend class online:

 Session 3 Agenda: Learner and Context Analysis (online)

 Learner and Context Analysis

Resources for all students (in-class and online):

 Project Ideas

 Week 3 presentation slides- Learner and Context Analysis

 Session 3 presentation notes (PDF - 12 Mb) - Learner/Context Analysis

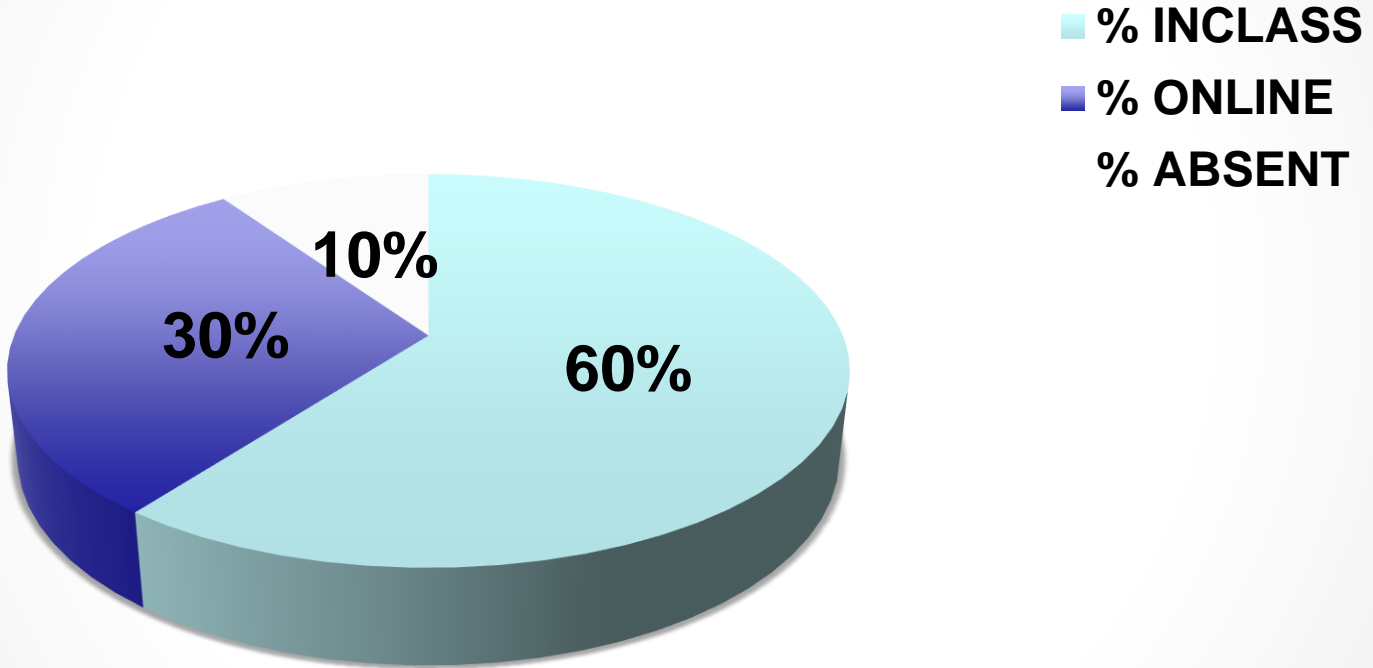
 Session 3 presentation video (20 minute SWF - 5 Mb) - Learner/Context Analysis

 Additional readings (all optional)

 Designing for Cross-Cultural Contexts: Hofstede's Cultural Dimensions

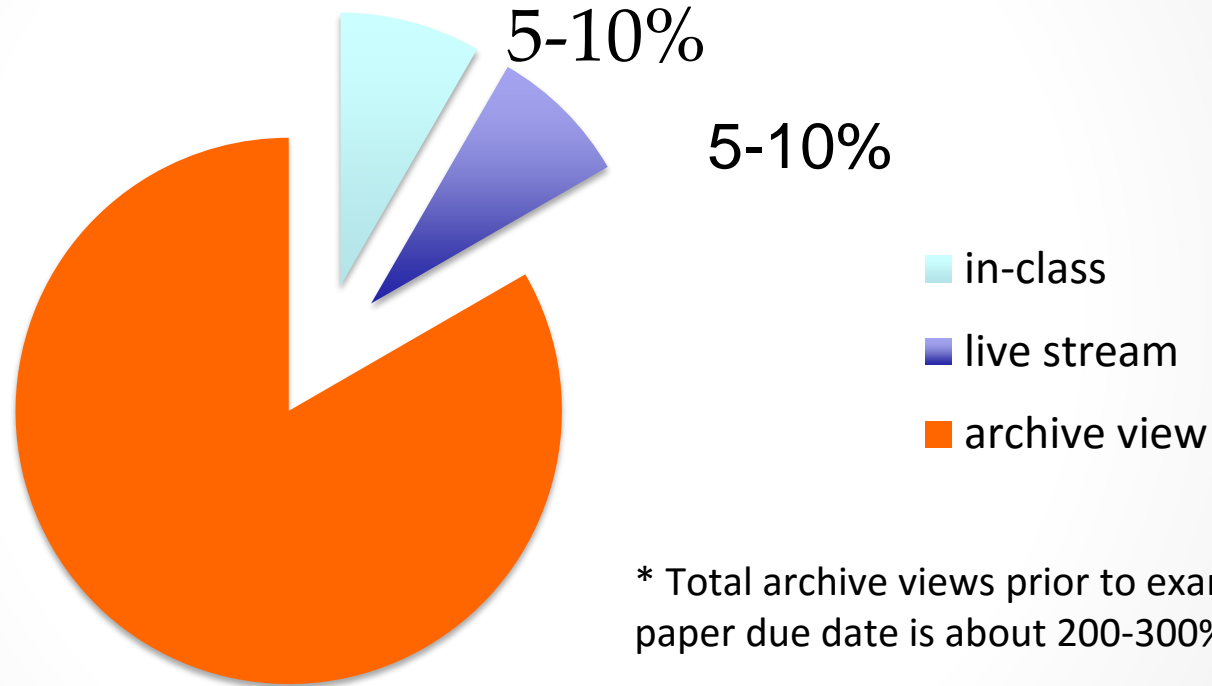


Participation Patterns in a HyFlex Course





Participation Pattern: Lecture Class



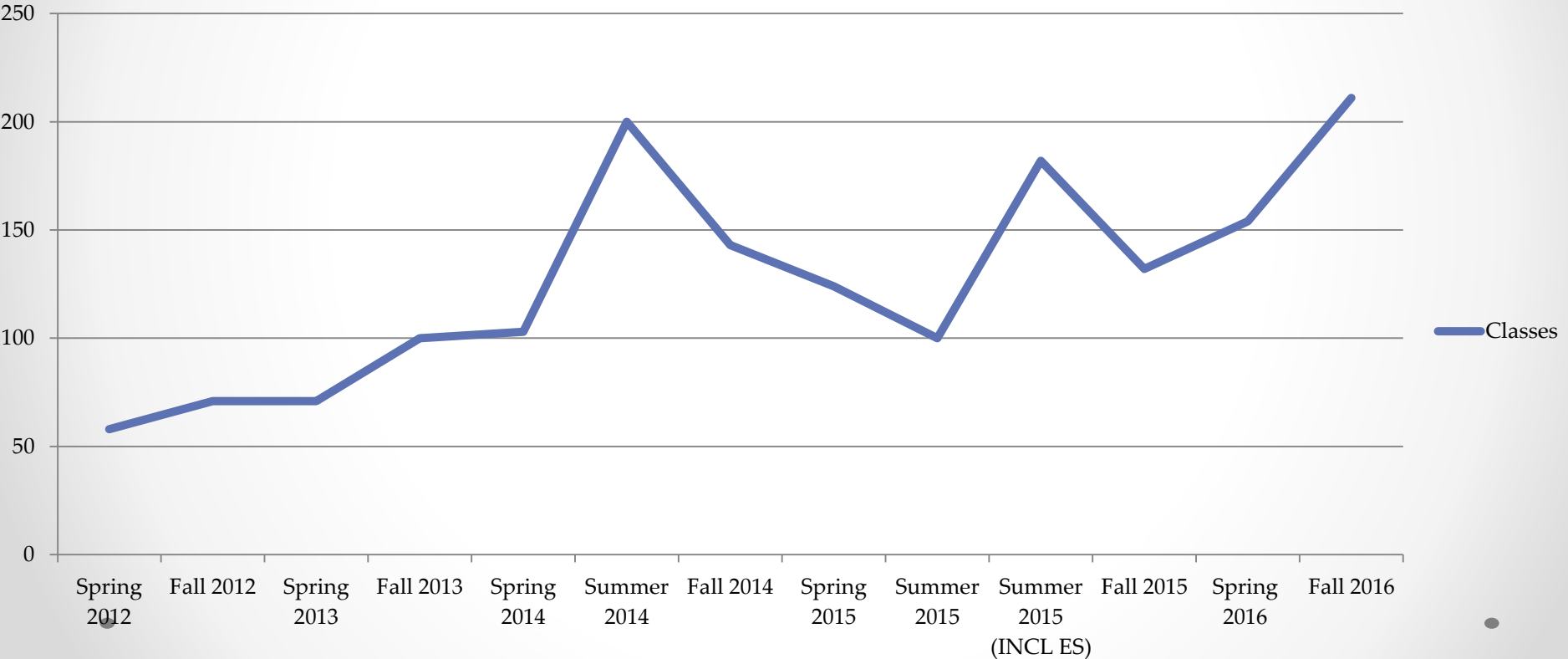
* 80-90%

* Total archive views prior to exam, paper due date is about 200-300% of



Growth in Online

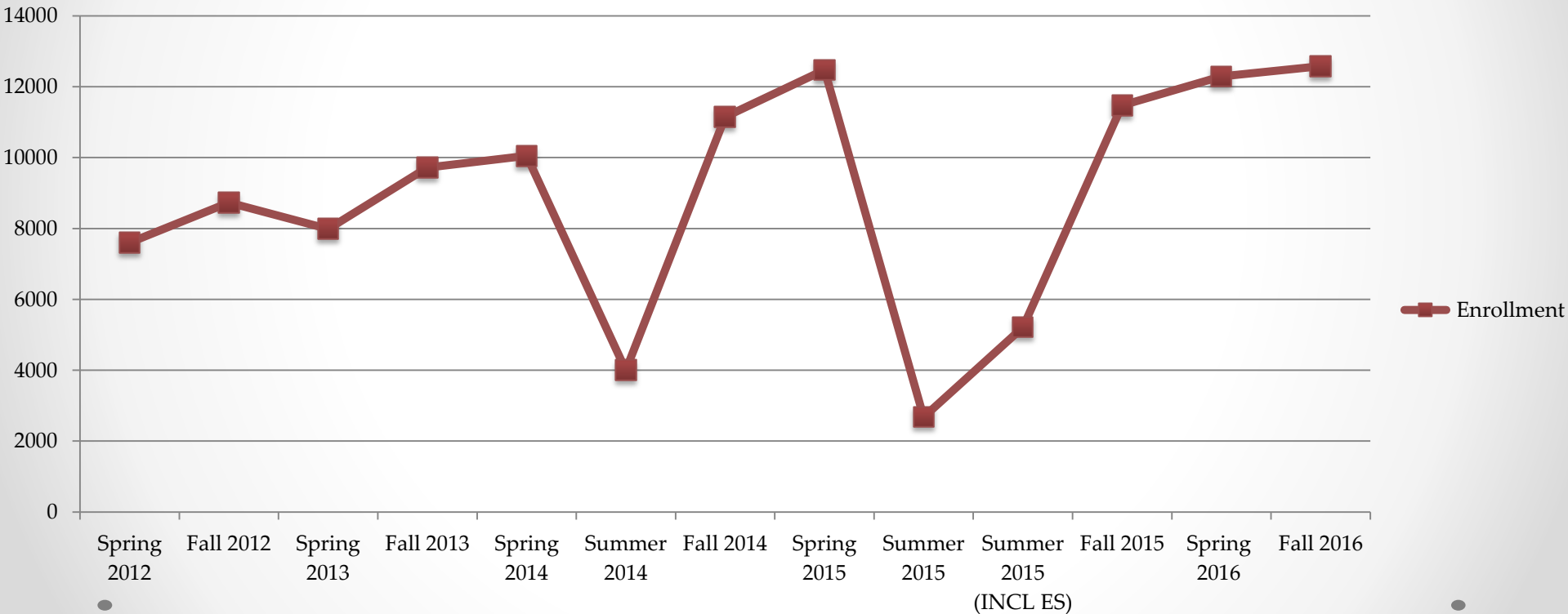
Online Academic Class Sections





Growth in Online

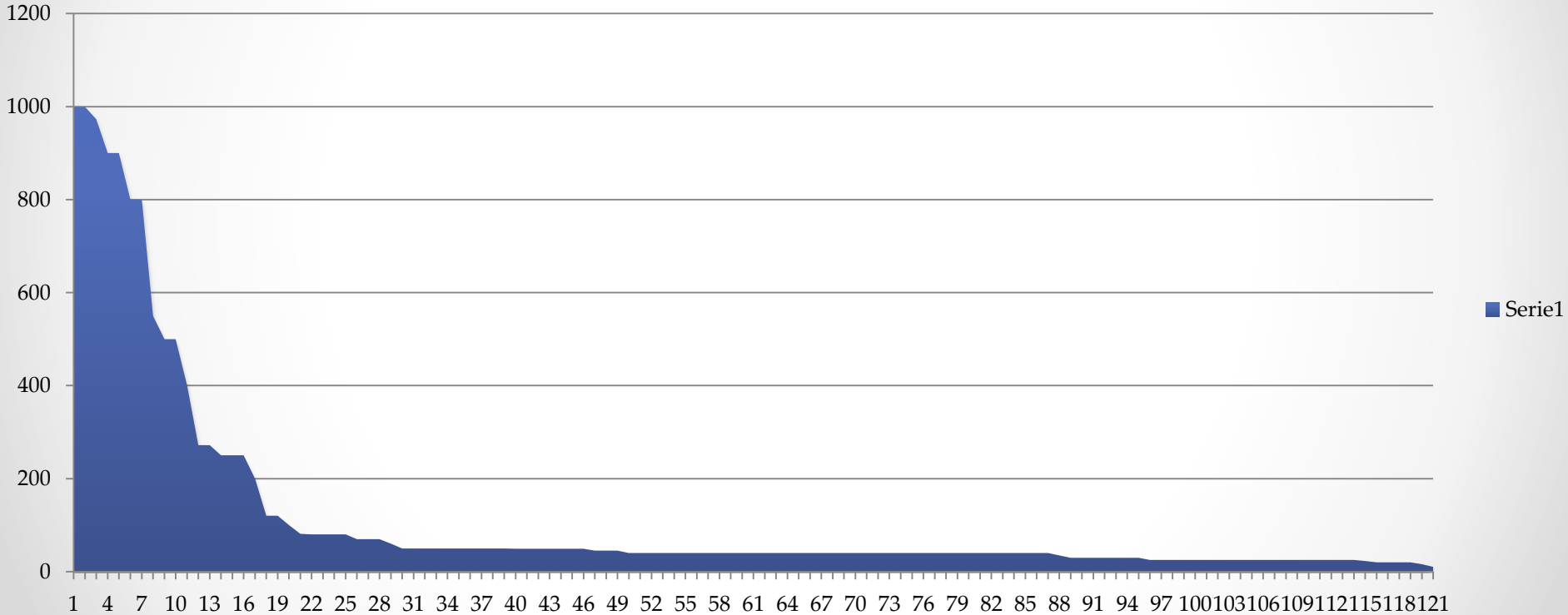
Enrollment in Online Academic Courses





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Enrollment Distribution

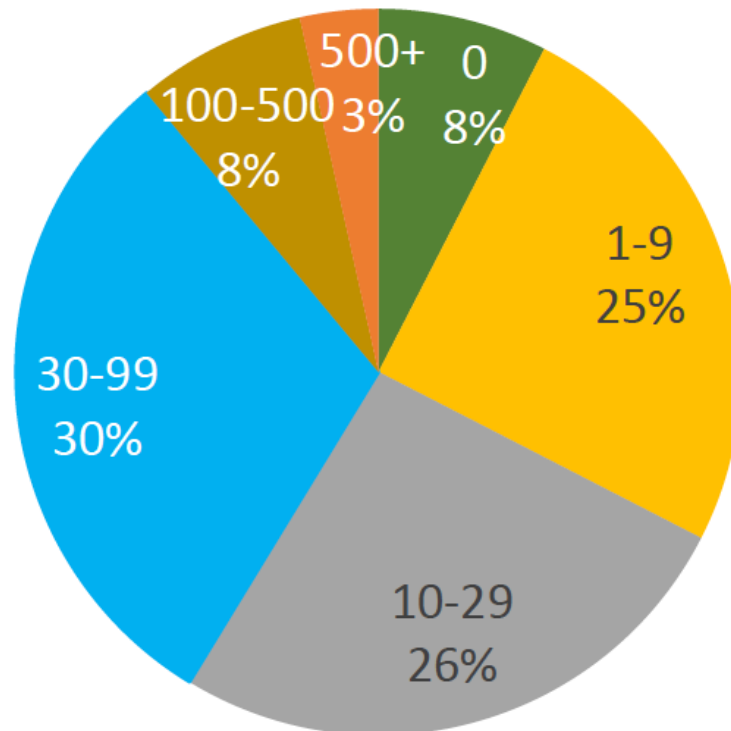




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Figure 1. Number of Online Classes by Class Size, Fall 2014

N = 120

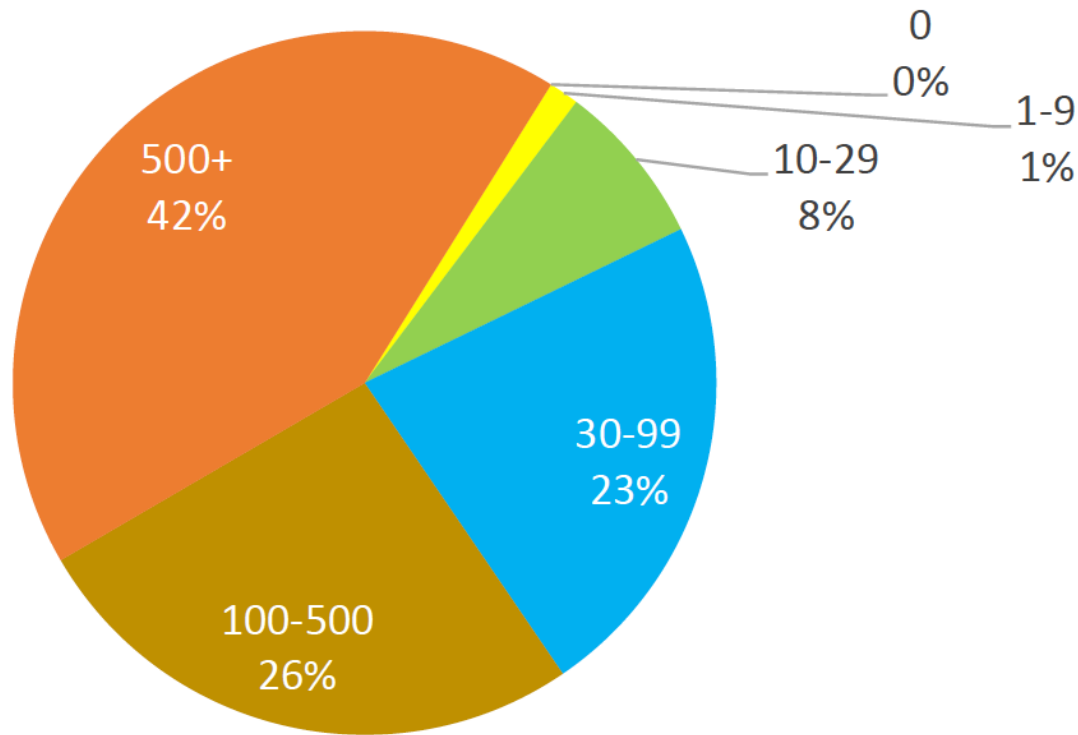




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Figure 2. Number of Students by Class Size in Online Classes, Fall 2014

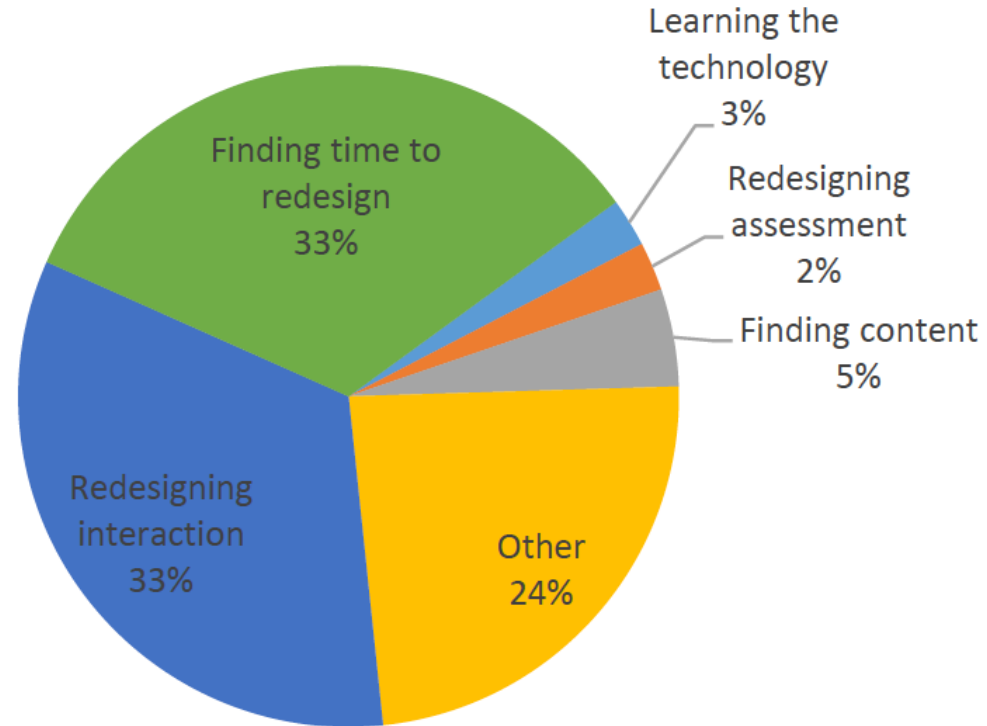
N = 14,000





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Figure 5. Challenges of transitioning to teach online





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SF State QOLT

We Make Quality Happen



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QOLT Program Goals

Project Goals: Facilitate, manage and implement assessment and reporting of quality assurance strategies on SF State's fully online courses.



QOLT Institute
2014



QOLT Luncheon
2014



QOLT Institute
2015

- Develop a cadre of faculty promoting quality in online learning
- Professional development opportunities
- QOLT Certification Process
- [QOLT ePortfolio](#)

QOLT Professional Development

sharing best practices



Institutes

- AT Institutes- Jan 12-13
- QOLT and Peer Review Institutes Jan 14-15
- Self and Peer Review Survey, Feedback and Reflections

Activities

- Mentorship by QOLT Ambassadors
- Instructional Design support
- Self and Peer Review Survey, Feedback and Reflections



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QOLT Institute 2016 iLearn Site

Find what you need when you need it

QOLT Institute 2016

Expand all / Collapse all

Introduction



The **Academic Technology QOLT Institute** (Quality Online Learning and Teaching) Faculty Ambassadors leading the Institute are experienced in applying the QOLT rubric. They will lead participants by showcasing improved changes to their own course design, as it applies to apply the QOLT rubric. Redesign solutions shown are a result of conducting a self and peer reviews of an their online or hybrid courses. This approach promotes in-depth discussion between peers and will help you identify the core challenges you are experiencing in your own course design. The sections below list resources and examples to support instructors as you move through the QOLT Instrument.

Faculty Ambassadors: Jonathan Lee, Patricia Donohue, Curtis Daw, Eric Bishop, Bruce Heiman, Maya Greenberg, John Holland and Jackson Wilson

Instructional Designers: Andrea Taylor, Monica Munoz, Kenji Ikemoto and Nora Scully.

Project Sponsors: Brian Beatty, AVP, Academic Affairs Operations, Maggie Beers, Executive Director of Academic Technology

Email: iteach@sfsu.edu Phone 415-405-5550 Website AT.sfsu.edu



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QOLT Objectives

10 Major Areas of Quality

Introduction



Assessment



Materials



Interaction



Facilitation



Technology



Resources



Accessibility



Wrap-up



Mobile Readiness





Rules of the Game


Playing with course organization



**QUALITY
ONLINE
LEARNING &
TEACHING**




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Introduction

Objective 1.1


Identify how the instructor uses the course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.




Assessment

Objective 2.1



Explore all student learning outcomes to make sure they are specific, well-defined, measurable and observable per Bloom's Taxonomy. Are course level objectives and lesson objectives both measurable and in support of each other?

Materials

Objective 3.1


Find where the instructor provides students with adequate notice and time to acquire course materials including textbooks, and other types of external resources.

Interaction

Objective 4.1



Locate an instance where students introduce themselves by sharing personal information in order to create a sense of community. Examples include posting a photo of themselves or sharing interests and goals.

Facilitation

Objective 5.6



Identify how the instructor provides feedback in a timely manner to efficiently respond to student work submissions with scores and feedback related to strengths and/or weaknesses.

Technology

Objective 6.2


Find examples of how the instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.

Resources

Objective 7.2


Where in the course can you find a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it?




Accessibility

Objective 8.1



Does the course contain links to the campus accessibility policy?

Wrap-up

Objective 9.1


Locate a way the instructor provides students with opportunities to ask questions as a form of closure and to foster insight into their accomplishments.

Mobile Ready

Objective 10.1

Are pop-up screens, moving text, large images, or long headings/labels excluded from general course content?





QOLT Community Roles



QOLT Members

- All faculty invited
- Access to QOLT resources and staff support
- Opportunity to earn QOLT certification



QOLT Peer Reviewers

- Review courses and provide feedback with QOLT instrument

QOLT Ambassadors

- Promote QOLT at workshops, department meetings, etc.

QOLT Mentors

- Mentor members through the review and revision process



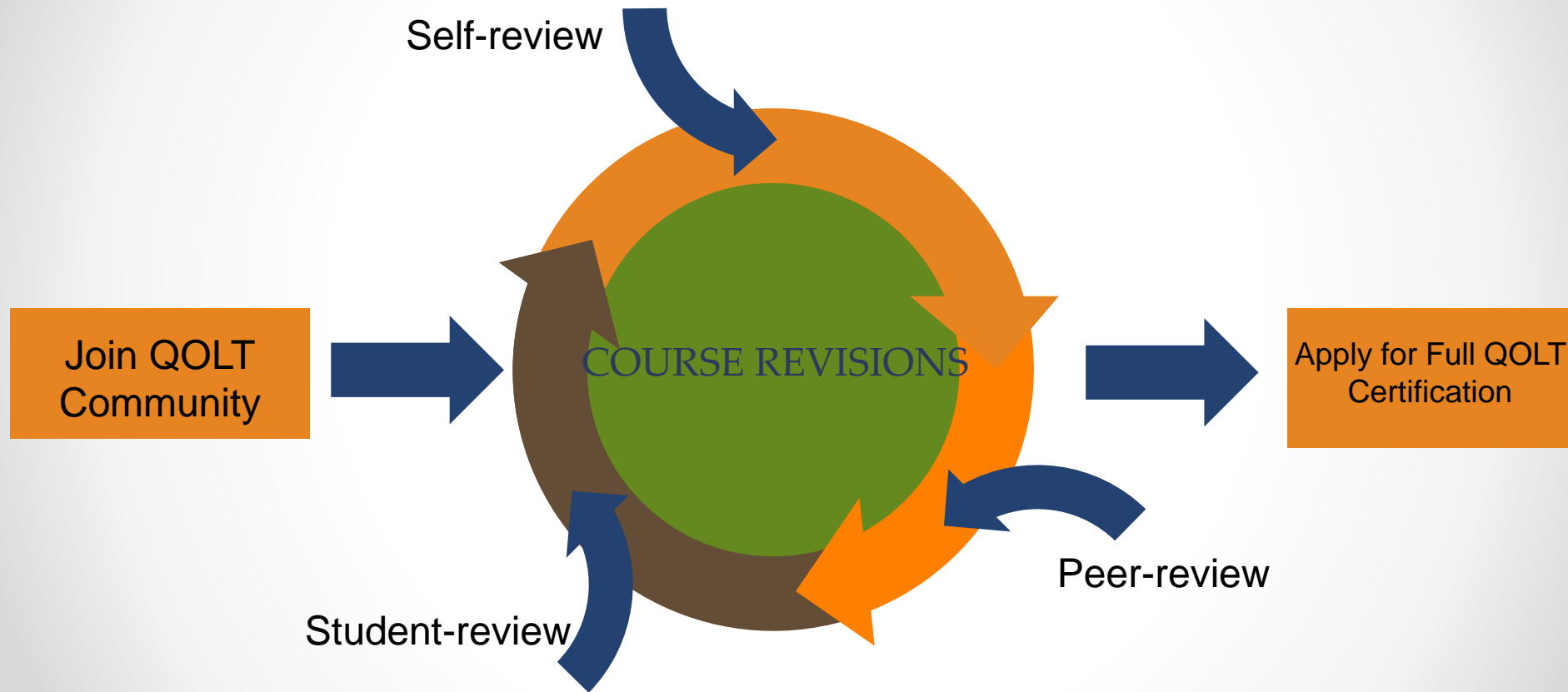
QOLT Faculty Fellow Leader

- Provide leadership and advises on strategy
- Represent SF State at CSU-level QOLT programming
- Co-develop QOLT workshop content



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QOLT Certification Process





Learning & Teaching Support

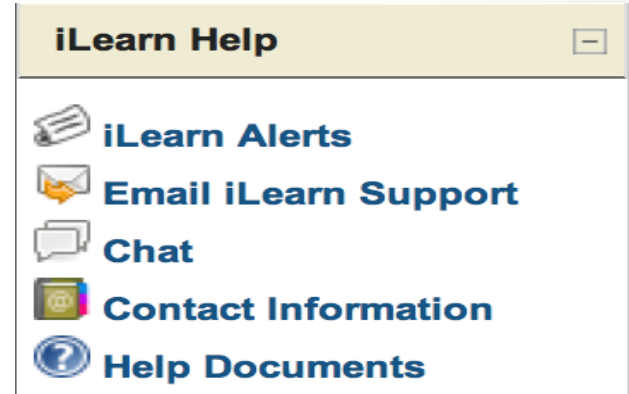
- User Support
- Student Preparation
- Faculty Development



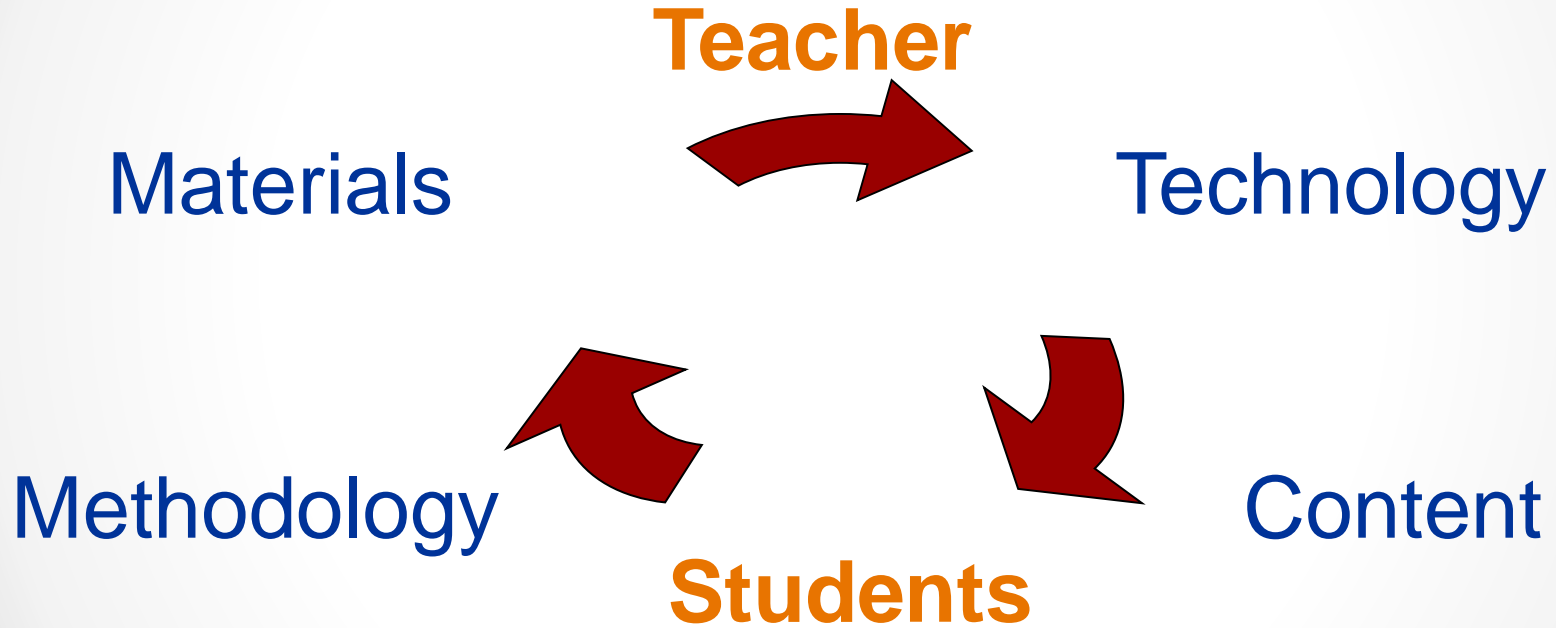
AT Help Desk

Get Help 5 Ways:

1. Phone: 415.405.5555
2. Email: ilearn@sfsu.edu
3. Walk-In: Burk Hall 223
4. Chat: iLearn Help Block
5. Website: atcentral.sfsu.edu



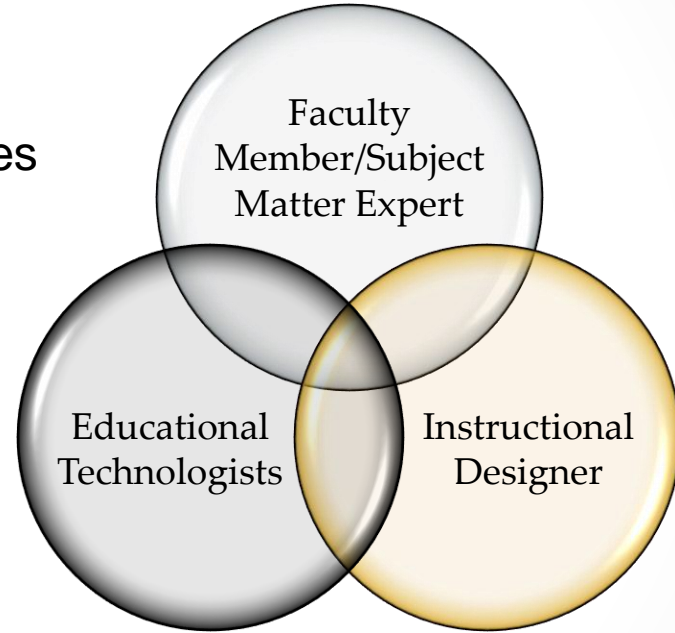
The Educational Ecosystem





Academic Technology Support Model

- ✓ Educational Best Practices
- ✓ Organizational Support Structures
- ✓ Technical Integration



Traditional Tech-Enhanced Hybrid HyFlex Online



Contact

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001.415.338.6833

Academic Technology website: <http://at.sfsu.edu/>

Quality Online Learning and Teaching: <http://qolt.sfsu.edu/>