Demonstrated Research Outcomes

Transcending Paradigms Regarding Online Education: Transforming Reluctant Faculty from Adversaries to Advocates

With the steadily growing increase in online learning, university faculty are experiencing a cultural shift as the teaching paradigm, so firmly embedded in traditional university life, changes to include technology, not as an exception, but as the norm. Seasoned faculty are often reluctant, and perhaps even fearful of learning new teaching methodologies that require technology. Given this reluctance, it is often a difficult task for colleges and universities to create new online programs to address growing demand. We have developed five successful online programs, overcoming a great deal of initial resistance to go on to develop a technologically astute culture and general acceptance of online learning among our faculty. We have created a replicable model for assisting faculty in making the paradigm shift from traditional classroom teaching to online course delivery, and will share methods, strategies, and experiences that have proven successful with ours and other programs.

Presenter: Yvonne Bogard, Instructional Designer, College for Professional Studies, Regis University (CO)

Differentiating on Learning: How Coordinated Faculty Practices can Collectively Impact Program Effectiveness

Most faculty and administrators in doctoral-granting universities claim to personally value teaching and learning, but don't believe their colleagues have similar values. As public interest in higher education accountability increases, university administrators have an opportunity to increase faculty and institutional focus on student learning outcomes and therein realize several institutional benefits. Capella University uses a Learning and Career Outcomes (LCO) technical infrastructure to maximize the knowledge we have about the effectiveness of our degree programs to deliver the intended learning outcomes. The LCO infrastructure enables faculty to use analytic innovations to discover behavioral patterns associated with assessments of learning that can be acted upon to improve the program of instruction. Critical to the success of the LCO infrastructure has been the development of university-level standards for curriculum, instruction, and assessment. Persistent executive-level leadership and broad faculty engagement have resulted in coordinated teaching and assessment practices that establish a legitimate basis for analytics and optimization. Cross-institutional coordination of these efforts would benefit higher education, professional disciplines, and most importantly, adult learners.

Presenters: Jeff Grann, Manager of Assessment, Capella University (MN)
Alyce LeBlanc, Assistant Dean, Capella University (MN)
Kimberly Pearce, Director of Assessment and Institutional Research, Capella University (MN)
A Case Study of Online Collaborative Learning
Original research findings will be shared on a research study conducted in a web-delivered graduate level special education course. The purpose of this study was to (1) gain a greater understanding of how collaborative learning was designed, implemented, and facilitated, (2) assess the degree of collaboration within each team, and (3) explore graduate students’ attitude toward online collaborative learning.

Ling Thompson, Instructional Designer, Regis University (CO)

Technology Applications in Education

Minnesota Learning Commons
The Minnesota Learning Commons (MnLC) is a new partnership providing P-20 technology applications for students, faculty, advisors and parents. The website, [www.mnlearningcommons.org](http://www.mnlearningcommons.org), provides a gateway for online programs, courses, resources and services including a digital repository and electronic portfolio. The partners include the Minnesota Department of Education, the Minnesota State Colleges and Universities and the University of Minnesota. The website also features a one stop online support center, statewide licensing of NROC and Quality Matters.

Presenter: Gary Langer, Associate Vice Chancellor for Academic Innovations, Minnesota Online

Integrating Maps on eLearning platform
Maps can be vital research tools in undergraduate instruction. Recent advances in digital technology have created an amazing array of commercial electronic mapping products that are available for libraries to purchase. But the internet also abounds with free maps as well. There are historical maps, topographical and geological maps, satellite images and many thematic mapping devices with which the researcher can graphically represent demographic or economic data. Many of these maps and mapping devices are maintained by government agencies or by non-profit institutions which are legally required to make their information available to the general public at no charge. Others are maintained by the commercial vendors as marketing devises for their proprietary products. Use of the digital technology will enhance map usage and generate interest among students to access maps online. This presentation will present an overview of free online maps that can be integrated or adapted into the undergraduate curriculum for online or classroom instruction.

Presenters: Mark Anderson, Reference Librarian/Associate Professor of University Libraries, University of Northern Colorado
Jayati Chaudhuri, Reference Librarian, University of Northern Colorado
Practical Applications of Open Educational Resources (OER)
This interactive session will open with an overview of Open Educational Resource initiatives and a discussion of some of the opportunities and obstacles facing this international movement. The non-profit National Repository of Online Courses will be featured as one model of how OER can help provide solutions in the face of reductions in funds for professional development and resource acquisition. Case studies will demonstrate how sustaining members of the NROC Network have leveraged the expertise of the NROC community to address challenges in programs at the institutional, agency, and state levels. The NROC Network is a non-profit member organization built upon concepts of social networking and communities of practice, in which colleagues share expertise and content, access virtual professional development opportunities, and participate in the evolution of the community and in the creation of high value online content to be shared with the world at www.hippocampus.org.

Terri Rowenhorst, Membership Director, National Repository of Online Courses, Monterey Institute for Technology and Education (CA)

Online Newsletter Bridges the Gap Between Distance Students and Campus
To address the area of student retention and provide a campus connection to its distance students, K-State’s Division of Continuing Education (DCE) created an online student newsletter. Many distance students are never required to come to K-State for course work, therefore they may feel removed from the campus. They do not realize they have access to the same student services as traditional campus students. Each online issue contains a feature story on an on-campus student service that is available to distance students. The two page issue also includes spotlights on a DCE faculty, staff member or distance student, a service or program offered by DCE, as well as announcements and upcoming dates of interest. Feedback from students on our first full year of publication has been very positive and includes comments like: “Thank you for the newsletter. It alerted me to the availability of the K-State e-library, which I found to be quite cool.” “This newsletter makes me feel even closer to KSU.” “Your level of support and inclusion for distance students is one of the reasons your distance education program is second to none.” http://www.dce.k-state.edu/students/services/newsletter.shtml.

Suzy Hay, Coordinator of Student Services, Kansas State University