

## Results of the OCULL Survey

# Online Learning in Ontario Universities: A state of the province report

Presented by Karen Maki

# Methodology

- Objective: To develop a “state of the province” understanding of DE policies and practices in Ontario universities
- Multiple sources for development of questions
- Focus on DE/Online learning only
- Research ethics board approval not required
- Participants assured of confidentiality of responses; findings reported in aggregate

# Methodology

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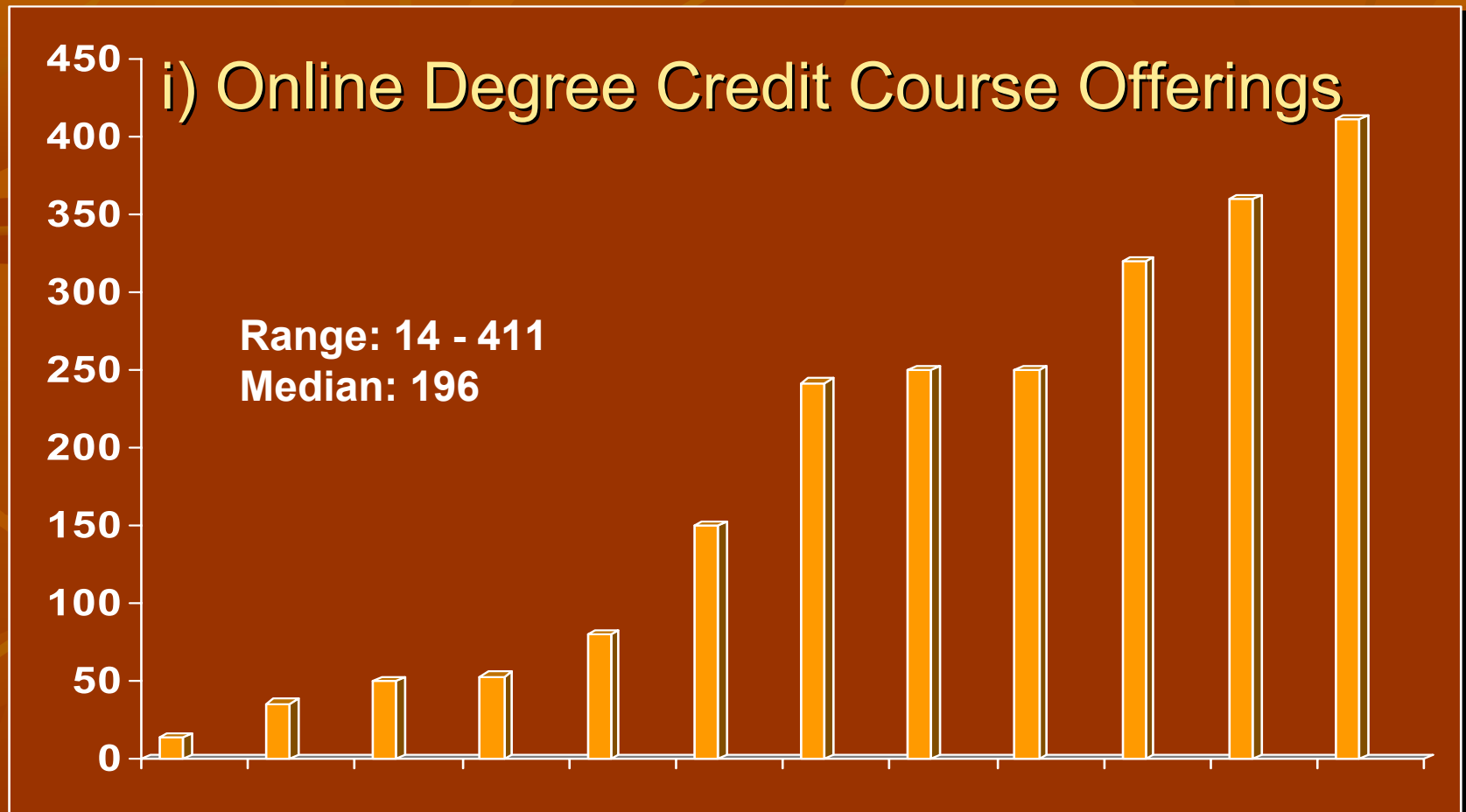
- Implications of the announcement of the Ontario Online Institute
- Invitations sent to key OCULL contacts at Ontario Universities (n=19)
- Received 15 responses; 79% response rate
- Small sample size – descriptive stats only

# Results: Six Stories

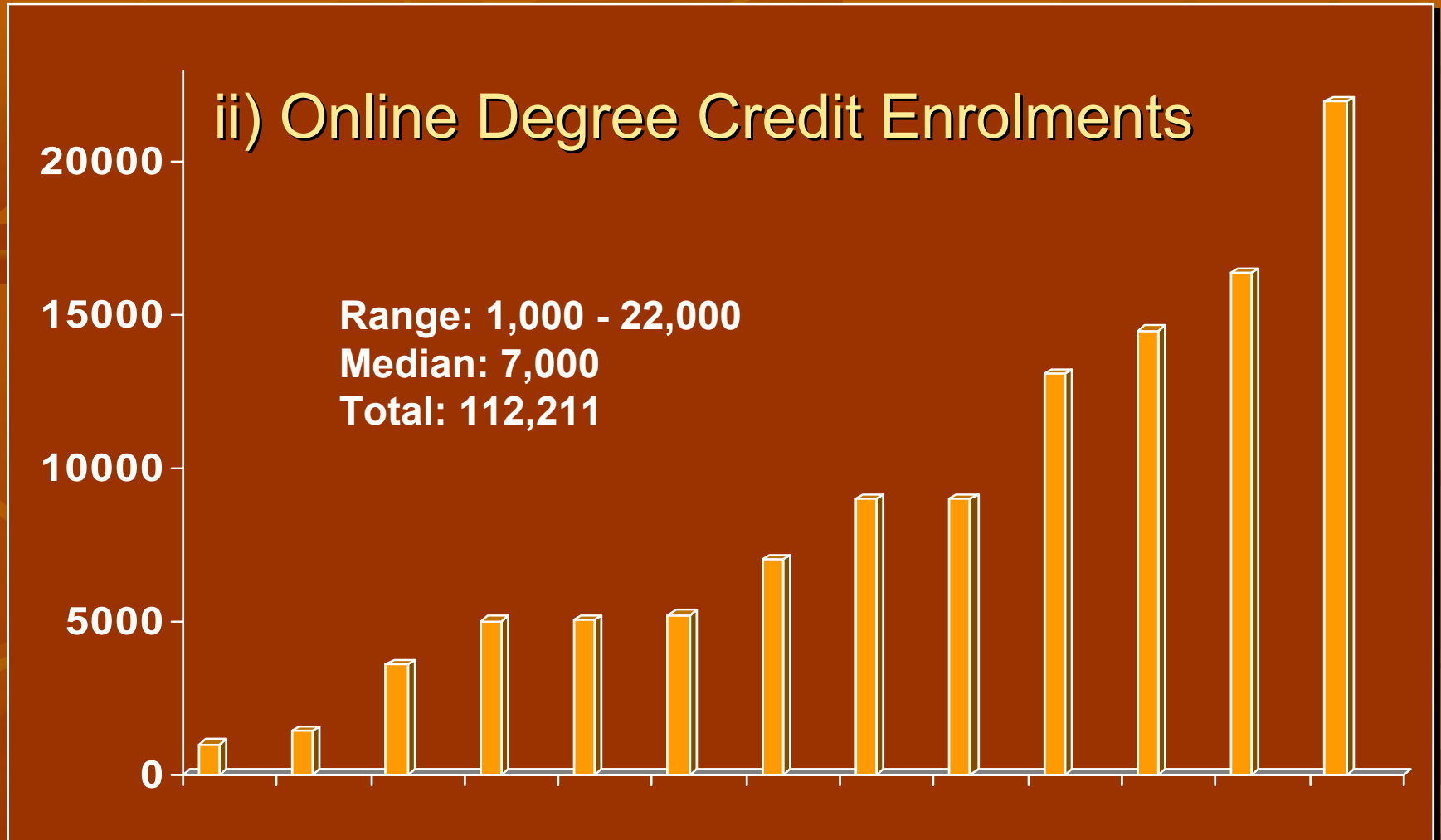
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- The Big Picture
- Structure, Role & Scope
- Course Development
- Course Administration
- Challenges
- Anticipating the Future

# 1. The Big Picture



# 1. The Big Picture



## 2. Structure, Role & Scope

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### i) Structure

- 2/3 of respondents (10 of 15) had a central unit responsible for DE activity
- A wide range of names: Continuing Education & Part-time Studies – Distance Studies – Distributed Learning – Digital Education – Open Learning – Distance Education – Teaching Support Services – On-line

## 2. Structure, Role & Scope

<b>ii) Who does what?</b>	<b>Academic Dept.</b>	<b>DE Unit</b>	<b>Joint</b>
<b>Identify courses to develop</b>	●		
<b>Schedule revisions</b>		●	●
<b>Schedule offerings</b>	●		
<b>Copyright permissions</b>	●	●	●
<b>Assignment receipt/return</b>		●	
<b>Arrange off-site exams</b>		●	
<b>Invigilate exams</b>		●	
<b>Administer evaluations</b>		●	



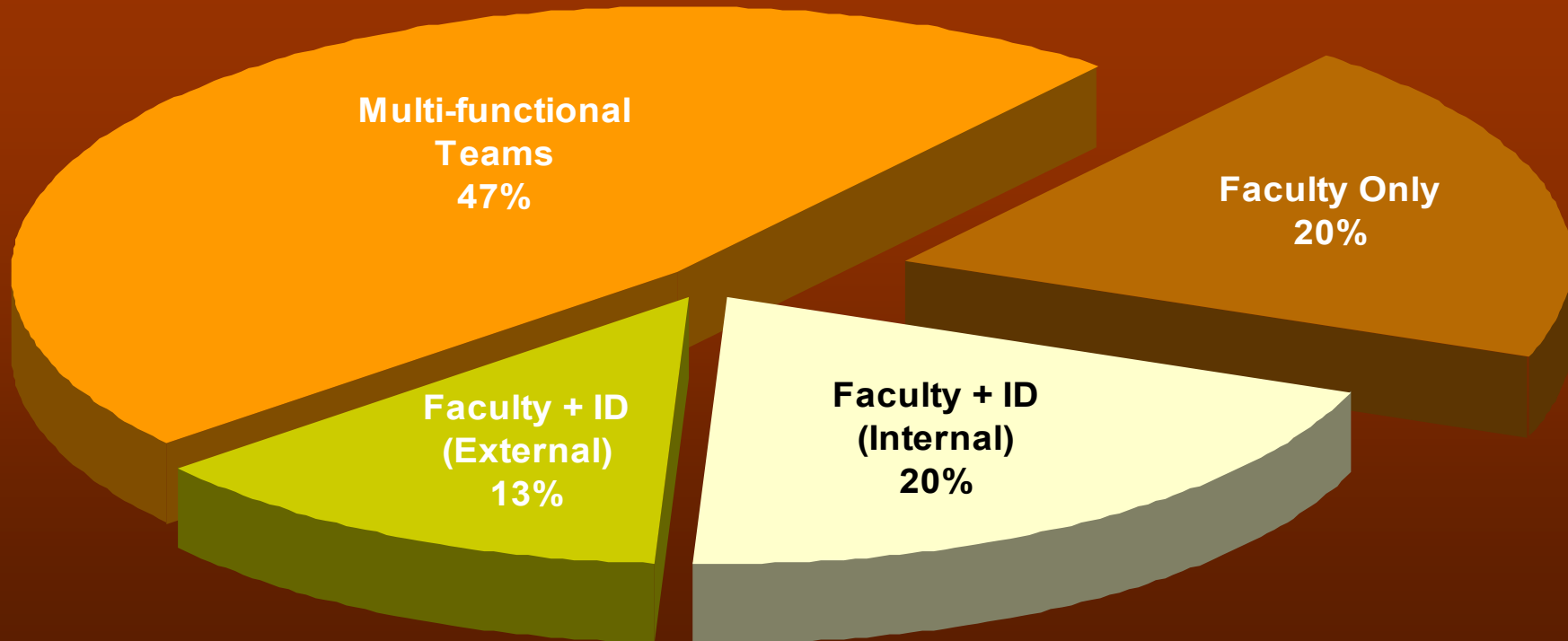
# 3. Course Development

## i) Rationale for DE Course Development



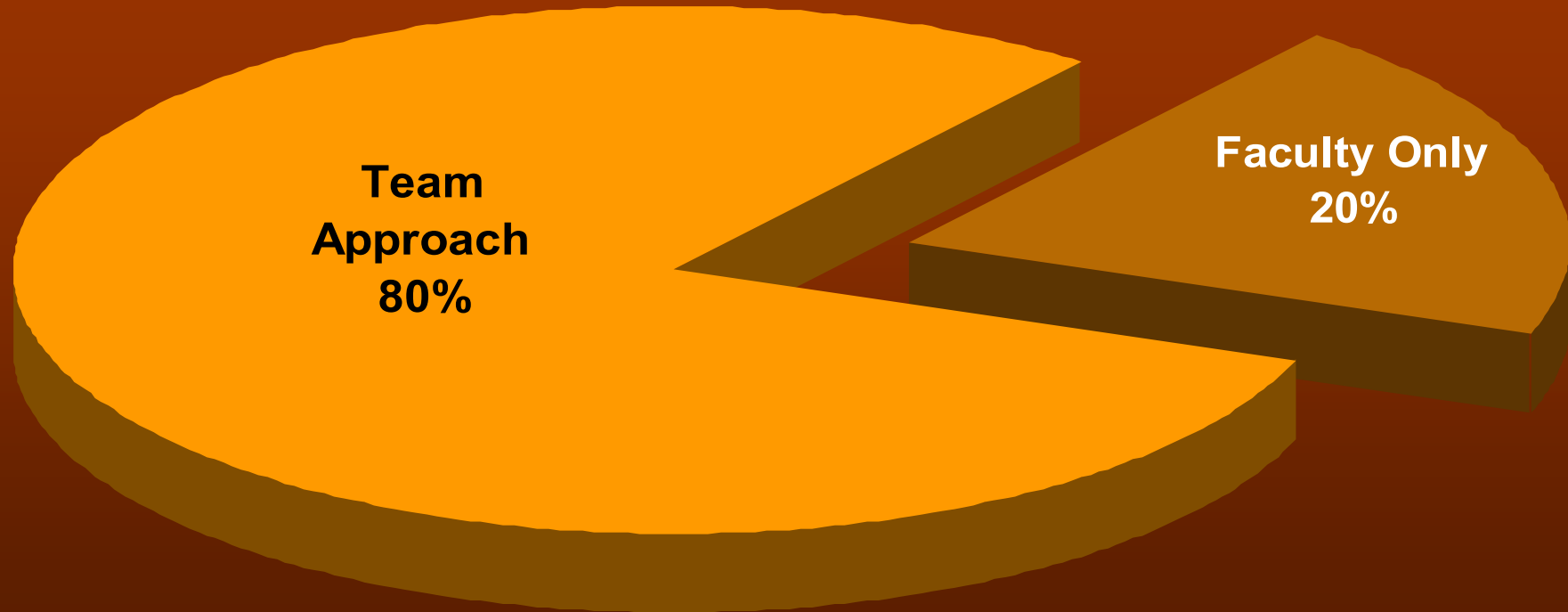
# 3. Course Development

## ii) Development Models

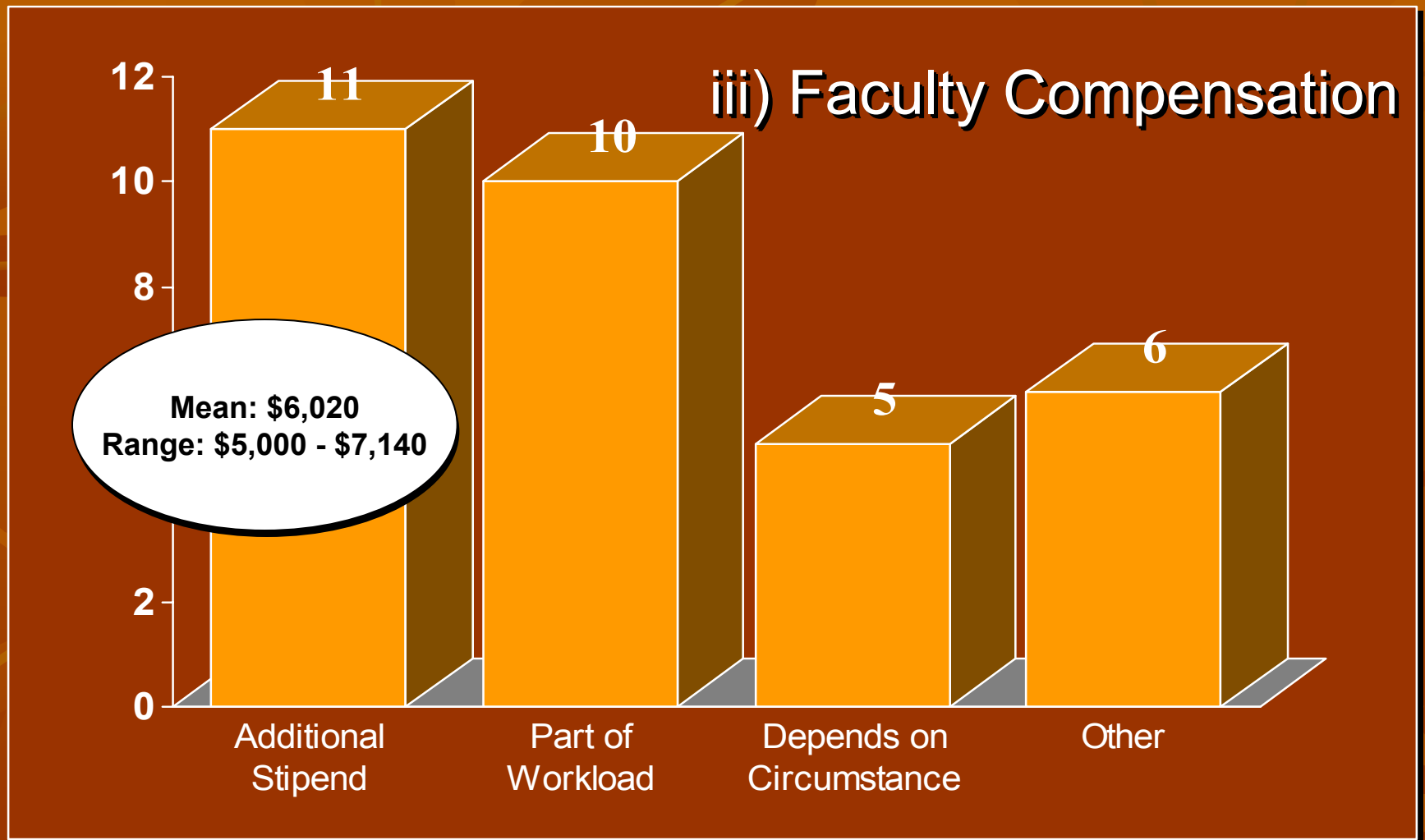


# 3. Course Development

## ii) Development Models

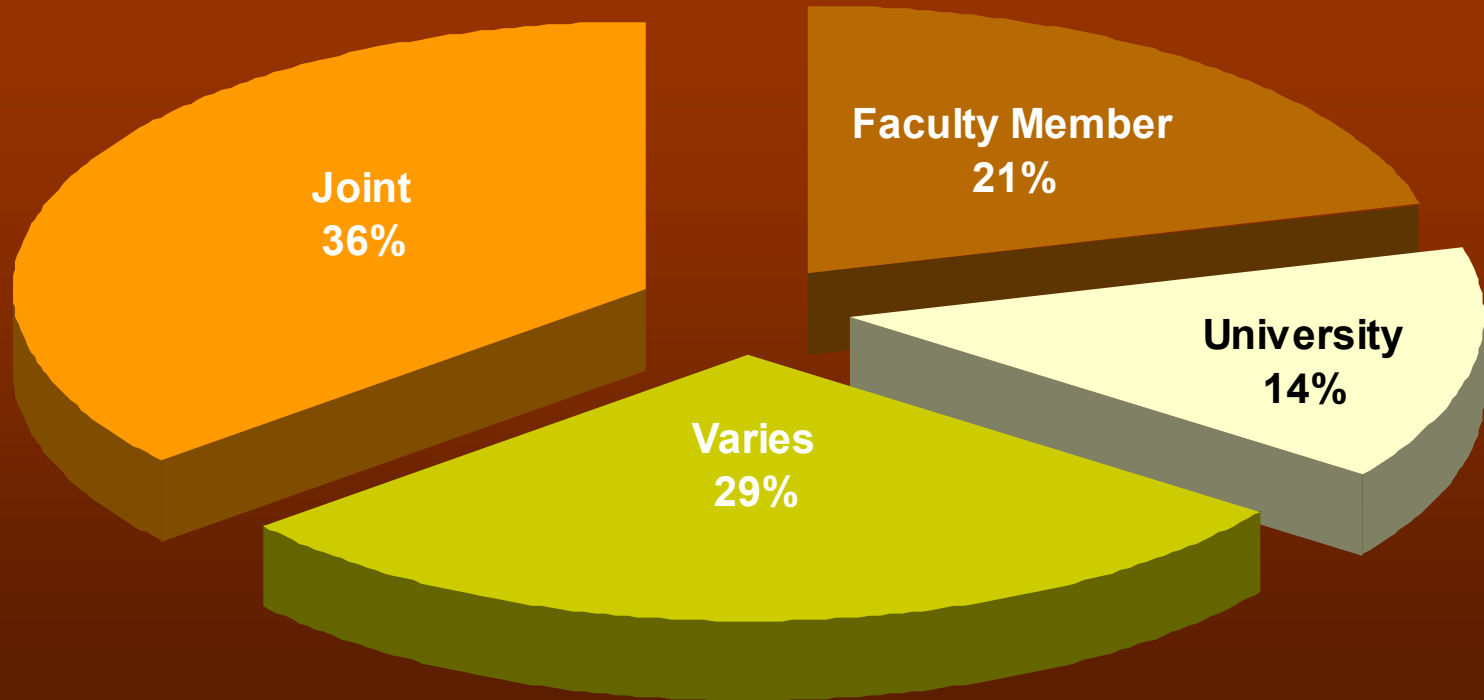


# 3. Course Development



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## iv) Ownership of Copyright



# 3. Course Development

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## v) Quality Assurance

- Quality assurance processes used during course development, delivery & revision
  - 14/15 reported using an internal checklist or best practices as a QA measure
  - 6 reported an internal review process and 3 used an external rubric
  - 1/3 of respondents list additional approvals of course content, beyond faculty member

# 3. Course Development

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## vi) Faculty Professional Development

- 79% report providing PD for faculty in course development; 71% for course delivery
  - Personal guidance/mentoring most common
  - 1/3 offer workshops or seminars, online or in person

# 3. Course Development

<b>vii) Teaching &amp; Learning Methods</b>	<b>Low</b>	<b>Med</b>	<b>High</b>
<b>Quizzes</b>			●
<b>Course reader, workbook, manual</b>			●
<b>Asynchronous group work</b>			●
<b>PowerPoint slides</b>		●	
<b>Webcast / Podcast</b>		●	
<b>Streaming audio/video</b>		●	
<b>Synchronous group work</b>	●		
<b>Virtual worlds, games, simulations</b>	●		

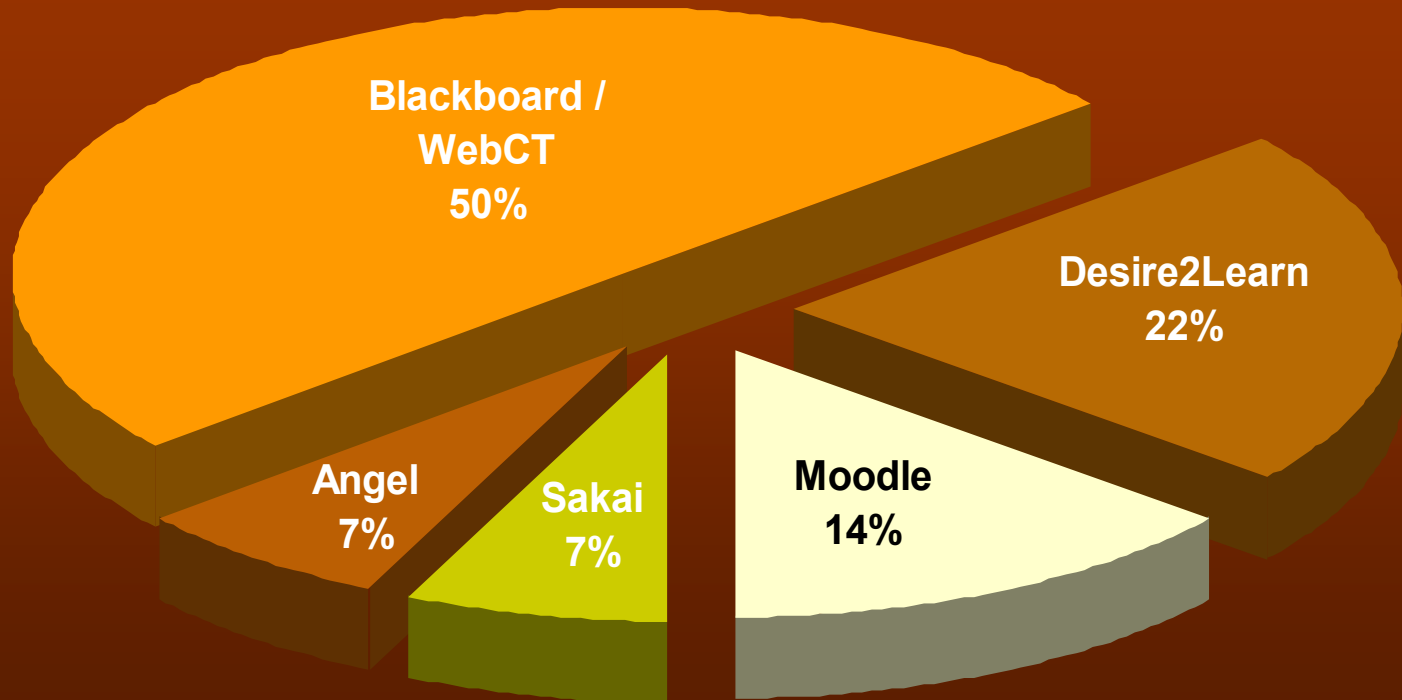


# 3. Course Development

<b>viii) Assessment Methods</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>
<b>Individual assignments</b>			●
<b>Online quizzes</b>			●
<b>Proctored final exam – off site / on campus</b>			●
<b>Proctored mid-term exam</b>		●	
<b>Online presentations</b>		●	
<b>Group assignments</b>		●	
<b>Online mid-term or final exam</b>	●		

# 4. Course Administration

## i) Current LMS



# 4. Course Administration

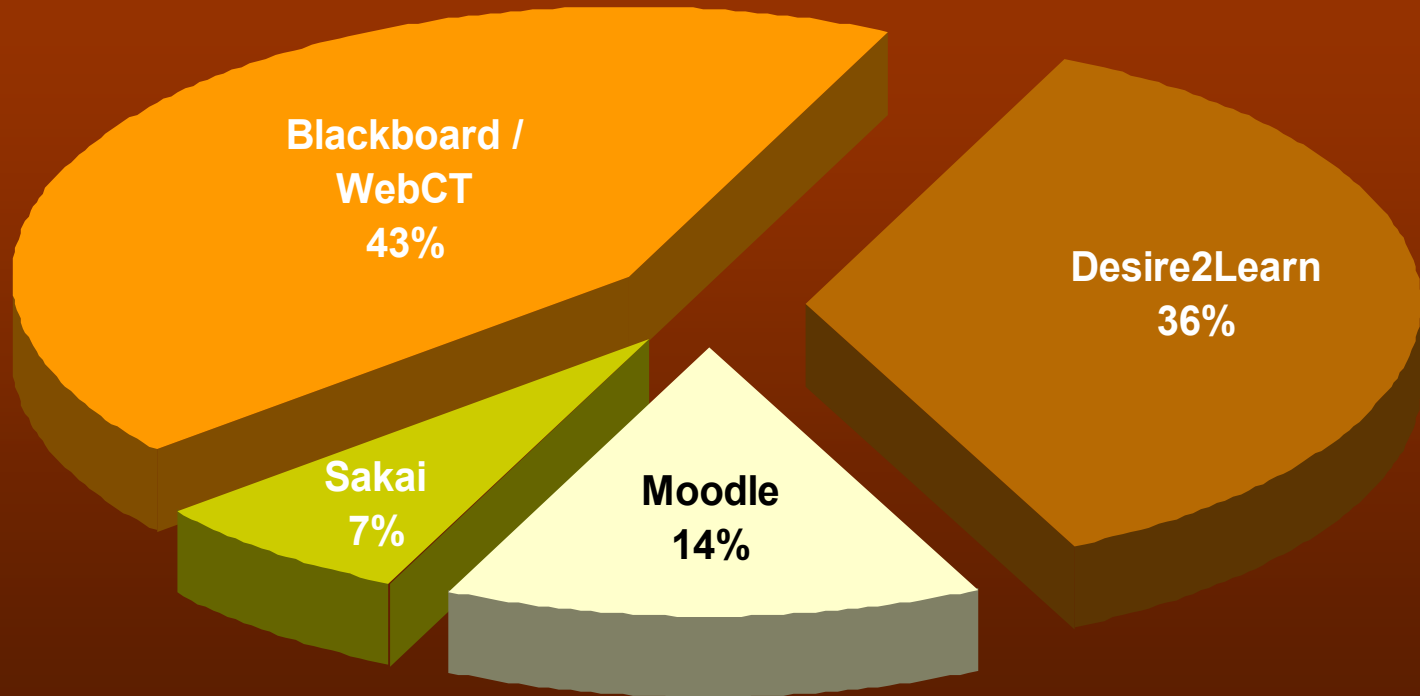
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## Learning Management Systems

- Satisfaction with current LMS: Mean=3.57
- 6 respondents indicated that they are planning to change to a different LMS within 3 years
  - 3 of those are current BB/WebCT users, 2 of whom indicate an upcoming move to D2L
  - 2 respondents considering open source
  - Angel has been purchased by BB

# 4. Course Administration

## Current LMS - Updated



# 4. Course Administration

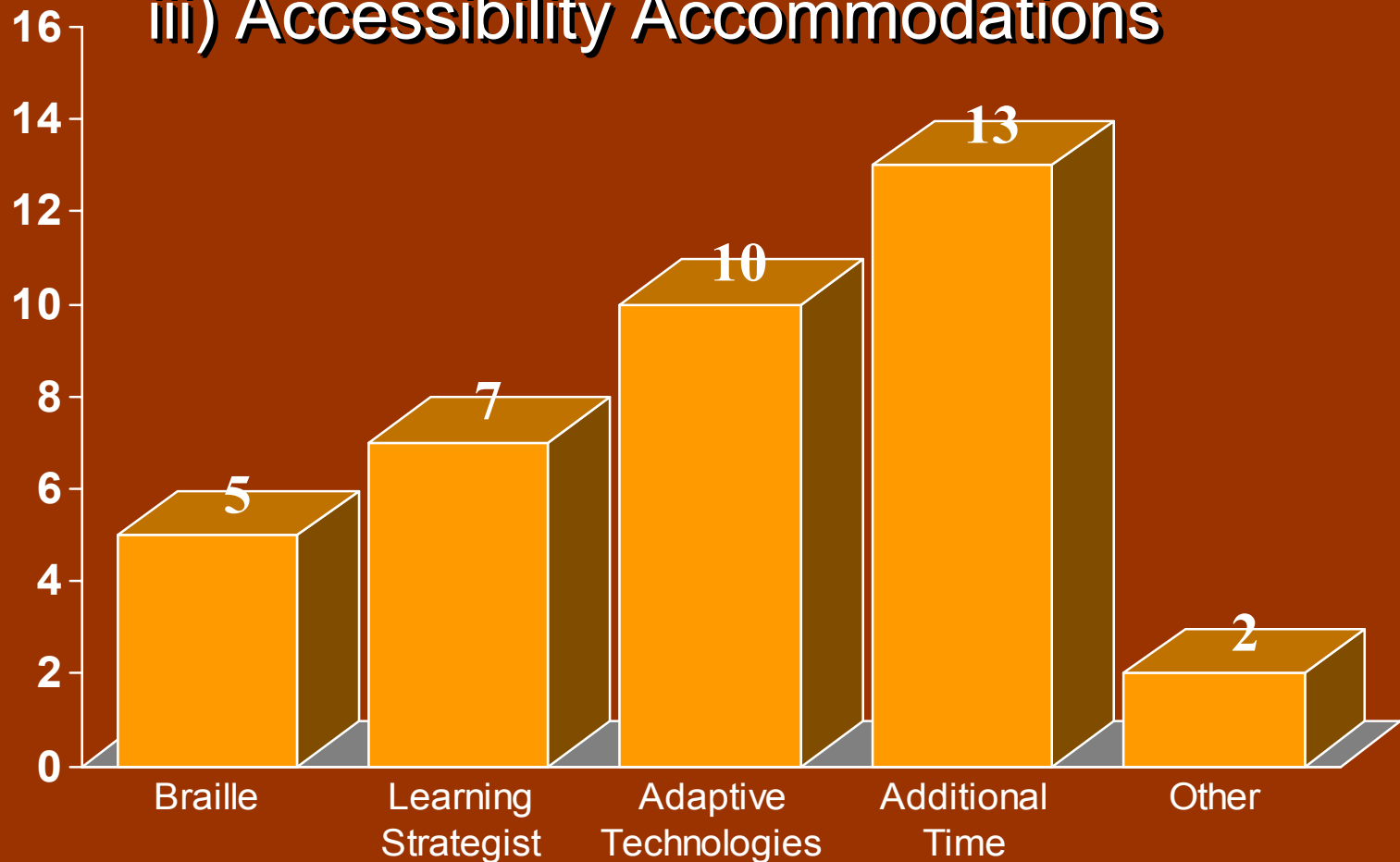
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## ii) Who teaches online courses?

- Both regular faculty and contract instructors were reported by 13/15 respondents
  - Compensation for regular faculty mostly ‘depends on the circumstances’
- 1/3 reported graduate students and teaching assistants

# 4. Course Administration

## iii) Accessibility Accommodations



# 4. Course Administration

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## iv) Exams

- Proctored exams at the discretion of academic departments
  - 3 respondents require proctored final in all courses
- DE units make off-site exam arrangements
- 9/15 pay fees for exam sites (i.e. shipping costs, proctoring fees & site rental)

# 4. Course Administration

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## v) Additional Fees

- 50% of respondents state that students pay an additional fee for DE courses
  - Mean additional fee: \$50, range \$25-\$75

## vi) Evaluations

- Evaluations administered by DE dept. (6/14) or built into the course
  - 6 use same eval as f2f; 6 unique DE eval; 2 use additional DE eval



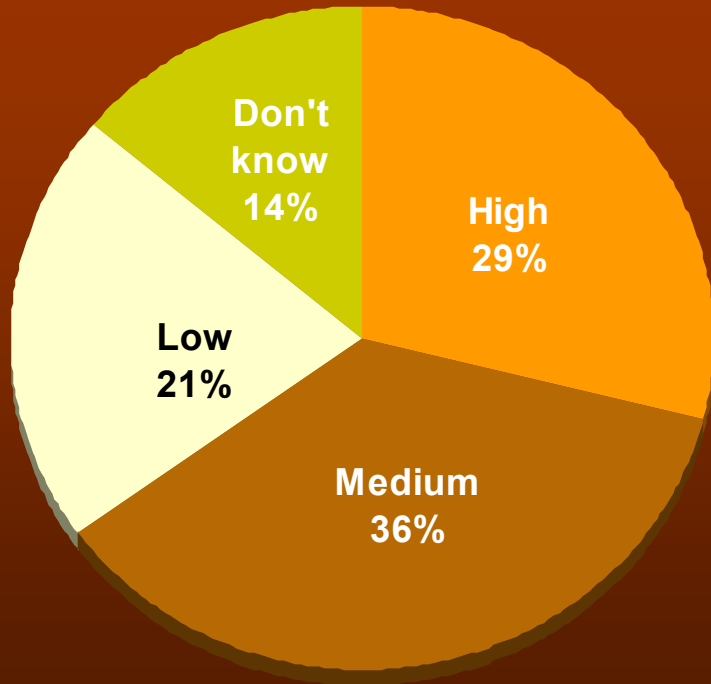
# 5. Challenges

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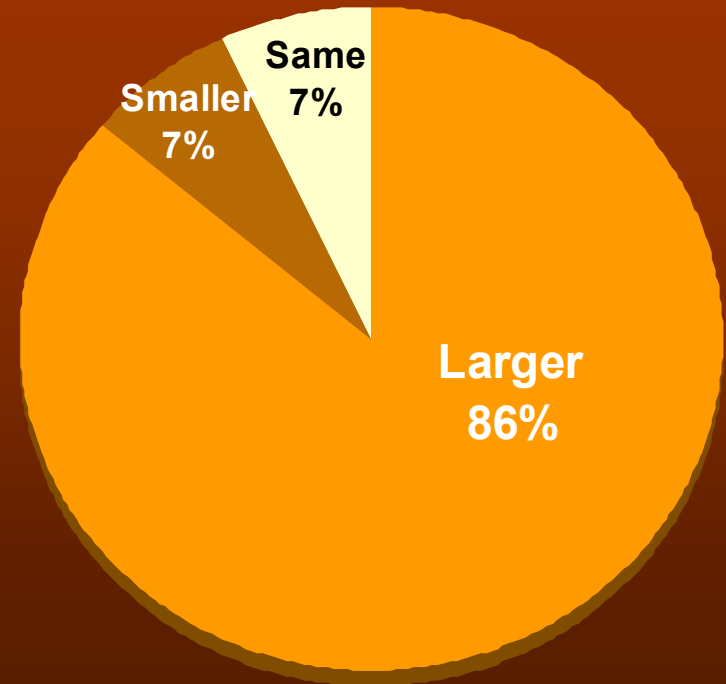
- Lack of funding\*\*\*\*\*
- Securing staff resources \*\*\*\*\*
- Strategic Planning/Sustainability\*\*\*
- Acceptance of online learning \*\*\*
- Keeping up with emerging technologies\*

# 6. Anticipating the Future

## Current Priority of DE?



## Growth of DE in 5 yrs?



# Thank you

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