

TIE@UVic

# 21<sup>st</sup> Century University

Valerie Irvine, Ph.D & Jillianne Code, Ph.D  
Technology Integration & Evaluation  
Research Lab  
University of Victoria



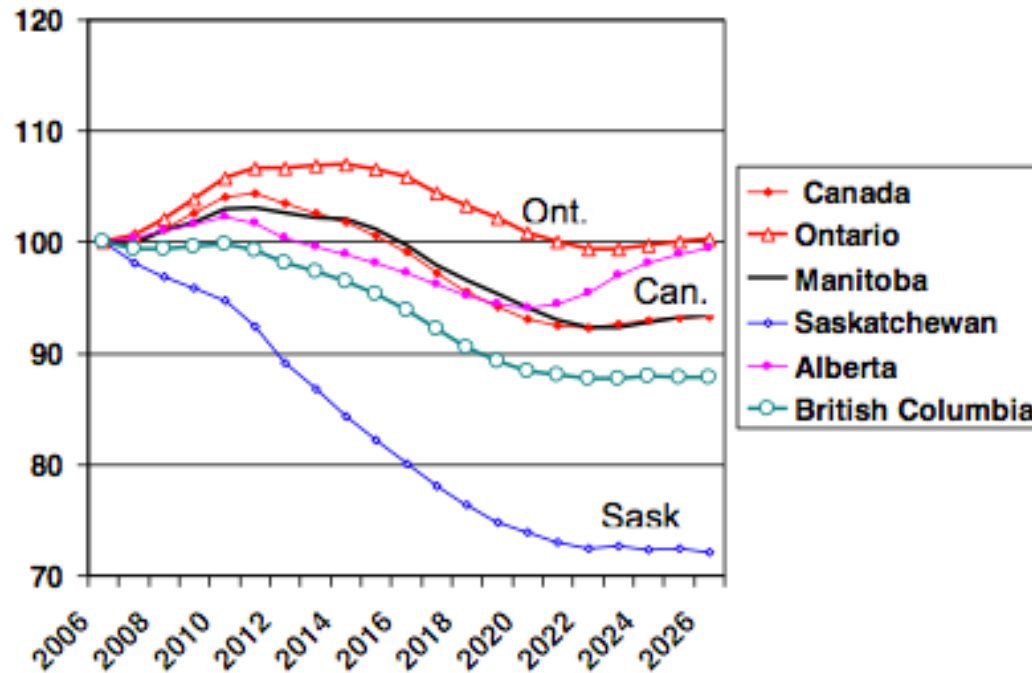
MacBook Pro

# ISSUES FACING BRICK & MORTAR UNIVERSITIES

- Current PSE Landscape demonstrates
  1. Diminishing funds/cutbacks from the provincial government;
  2. Increase in colleges with degree-granting status provincially;



# Decreasing 18-22 demographic nationally.



USask, (2009). Managing enrollment strategically at the University of Saskatchewan 2009 Report. Available online: <http://bit.ly/lk8ypY>

# Increase in online programs world-wide.... or

Everything we provide is now offered by  
someone else.

-- David Wiley

# ISSUES FACING BRICK & MORTAR UNIVERSITIES

- What PSE students want:
  - Flexibility in their learning options because
    - Many have to work FT/PT jobs to be able to afford any post-secondary education;



# **SOLUTIONS to Increase Revenue**

Top ways cited to increase revenue are to:

1. Recruit international students; and
2. Deliver course-based graduate programs.

# IMHO... a 3<sup>rd</sup> SOLUTION...

Change  
access and  
registration  
options



# Current examples of alternative registration options

- eCampusAlberta
  - Initiative between 16 institutions, 700 online courses, 60 programs in Alberta
- edX
  - Harvard & MIT Building on results of MITx & MIT Open Courseware
  - For-credit/certificate options
- OWNYLA
  - 34 programs across New York State
  - SUNY + 6 community colleges



# Registration Options

- Registration options:
  - Building, Room, Day, Time
  - “ONL” = online...
- Problem with “ONL”: Guest speaker from Stanford and the logistics of student involvement when no schedule was committed

# Current Face to Face Option

[INFO+COMMUNICTN TECH EDUC - 27091 - EDCI 336 - A03](#)

This section is reserved for B.Ed. elementary students.

Associated Term: Second Term: Jan - Apr 2012

Registration Dates: Jun 20, 2011 to Jan 21, 2012

Levels: Graduate, Law, Undergraduate

Instructors: Valerie M. Irvine (P)

Main Campus

Lecture Schedule Type

Face to Face Instructional Method

1.500 Credits

[View Catalog Entry](#)

## Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule T
Every Week	1:00 pm - 3:50 pm	R	MacLaurin Building D211	Jan 04, 2012 - Apr 05, 2012	Lecture

# Current Online Option

INNOVATIVE LEARNING DESIGN - 31339 - EDCI 335 - A01

Associated Term: Summer Session: May - Aug 2012

Registration Dates: Mar 27, 2012 to May 20, 2012

Levels: Graduate, Law, Undergraduate

Instructors: Jillianne Code (P)

On-line Campus

Lecture Schedule Type

On-line Instructional Method

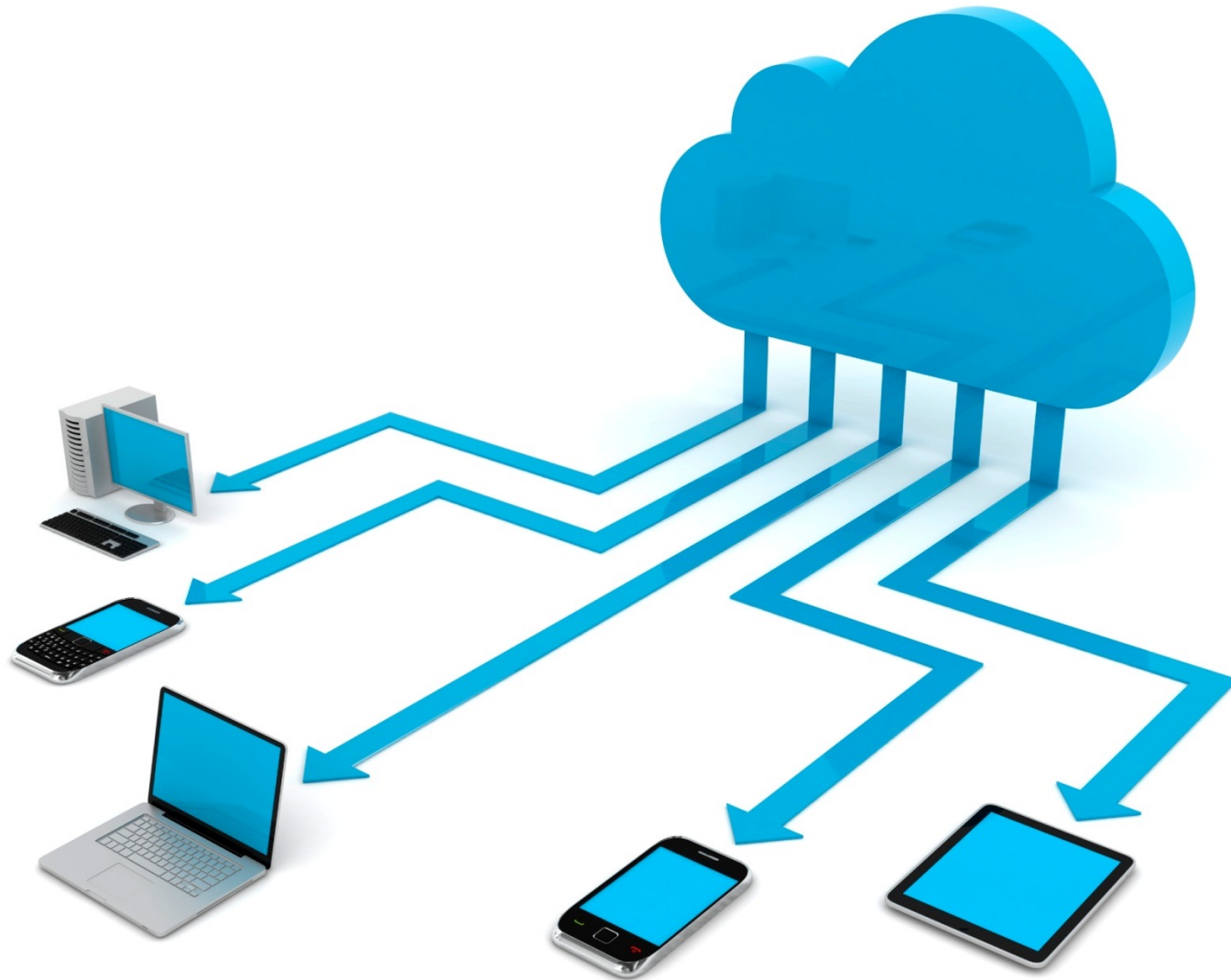
1.500 Credits

[View Catalog Entry](#)

## Scheduled Meeting Times

Type	Time	Days	Where	Date Range	Schedule Type	Instructors
Every Week	TBA		TBA	May 14, 2012 - Jun 29, 2012	Lecture	Jillianne Code (P)

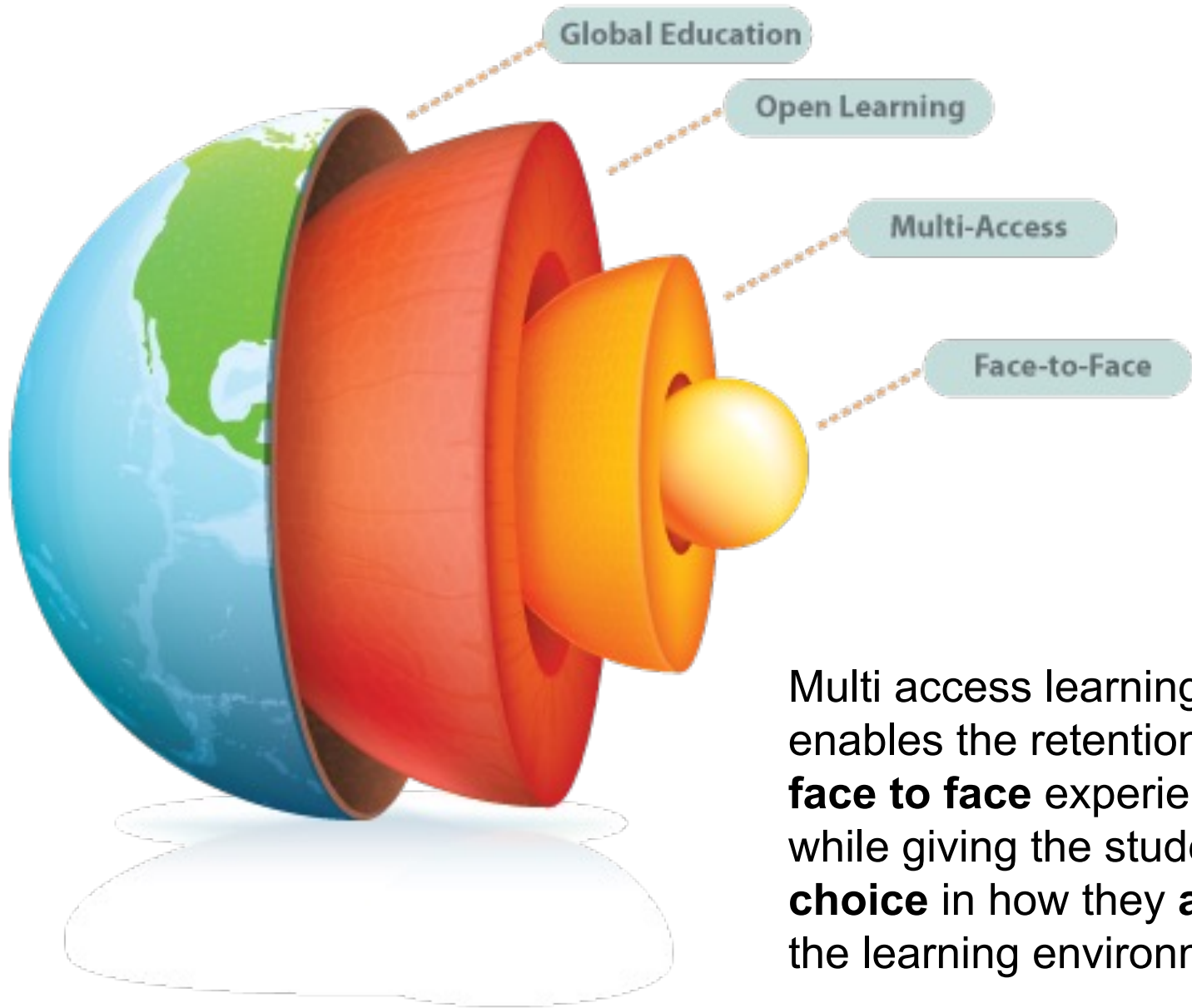
# SOLUTION: Multi-Access Learning



## Destination in **Place** and **Space**



		LEARNER ACCESS		
		Distributed Online	Video Conference	Face-to-Face
COURSE DELIVERY	F2F	X	X	✓
	Blended	X	X	✓
	Online/BOL	✓	X	X
	Multi-Access	✓	✓	✓



Multi access learning enables the retention of the **face to face** experience while giving the student **choice** in how they **access** the learning environment.

# LEARNER ACCESS: Promoting Student Agency, SRL

- Emergence of choice - expanding “*anytime, anywhere*”
  - Social media/personalized learning networks expanded this to “*with anyone*”
  - I would like to expand this further to “*in any way*”



# MOST IMPORTANTLY

Transfer locus of control of how to  
***access courses*** to the learner.

# MASSIVE OPEN ONLINE COURSE

- MOOC
  - Upwards of 100,000 course registrations
  - Examples: #Change11, Stanford AI course; MITx, #etmooc, #moocmooc

# Multi-Access vs. COOL Courses

- Multi-Access
  - Not necessarily open
  - LDAP connectivity to restrict
- COOL – collaborative open online course
  - A Multi-Access course but open (MOOC)
- What it needs
- 2-way communication (Q&A, Twitter)

# The Technology Integration and Evaluation (TIE) Research Lab



# Enabling Access

- Media Management System
  - Laptop/Desktop
  - iPad/Tablet/Mobile skins
- System to merge
  - Video conference systems
  - Webcams
  - Telephone

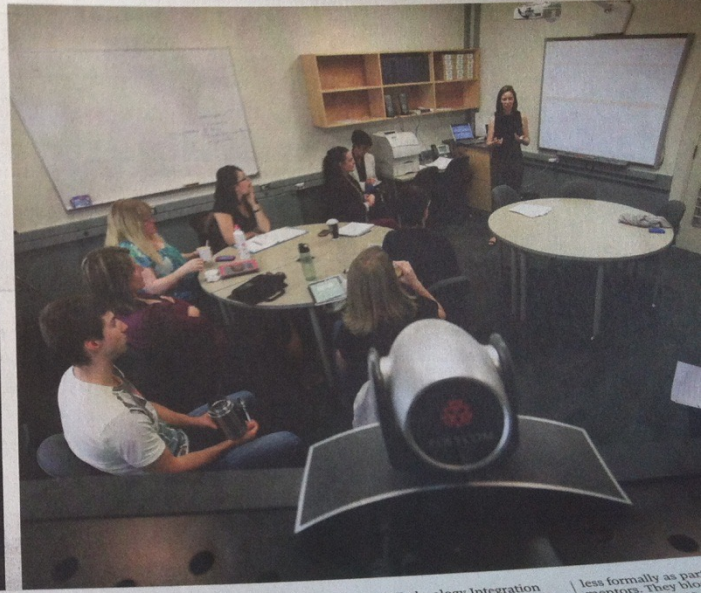


**TIE@UVic**



# Learning platforms in Canada

Universities eager to be seen as innovators. Do massive online courses democratize higher education, asks James Bradshaw, or do they amplify the problems of traditional learning?



ing the tens of thousands of people signed up for the University of Toronto's online science course Learn to Live: The Fundamentals, a lot of unconventional ideas. There are 30-some-who never went to university earned a degree, searching for skills that to a job. There is an n with a curious stable of retirees chance to buck the generation that it computers. And it from Malaysia.

to be huge, open and free. The learning may be multiplied, but so are the classroom's existing limitations. "These ways of teaching don't adapt to diversity, to different learning styles," said Sara Diamond, president of OCAD University in Toronto. "The learning experience is absolutely uniform." The Canadian answer to how much MOOCs can contribute to learning will have to rely largely on the American experience. But it didn't have to be this way - Canada had a chance to lead. In 2008, two University of Man-

**THE NUMBERS**  
There are some wide variations in the amount of time a student spends each occasion they visit the website for the University of Toronto's Learn to Program: Crafting Quality Code course, offered through Coursera. The course instructors don't know why some students spend almost an hour learning while Canadians average 20 minutes. It could be language difficulties - or perhaps dedication. Regardless, the online format allows them to learn when they want to.

Left: Using software developed by the Technology Integration and Evaluation Lab, and a high-definition video-conferencing camera, students in the Educational Psychology and Leadership Studies class at the University of Victoria are able to learn from home with students in classes in British Columbia, Alberta and the Yukon. CHAD HOPOLITO FOR THE GLOBE AND MAIL

Right: A high-definition camera on top of two 42-inch HD TVs records the proceedings recently as co-director Valerie Irvine, from the Technology Integration and

using video, new learning software and social media. "It would give Canadian university leaders an opportunity to experiment and to really have their finger on the pulse," he said. Rather than investing in their own technological platforms, however, Canadian and U.S. administrators have felt it "safer to contract out," said American instructional technologist Jim Groom, of the University of Mary Washington. Universities settled into secure but limited learning-management systems such as Blackboard or Moodle, creating "a decade of lost innovation." For Canadian innovators, less formally as participants. They blog comments, meet once a live video stream ideas on Twitter across courses of the course of It was a "fr science" Ms. structure of itself to coll As digital room tradi debate over future, Dr hints at f the tech to enrich credit o io beil dents

The REAL test of success.

# **Initial Student Feedback**

# Summary

- 17 remote learners via webcam and 9 face-to-face
- 13 responses to the survey. Interviews and video analysis yet to be completed
- 7 of 12 (58%) responses reported they had taken an online course before

## Some excerpts

- How important is it to you to be able to choose the delivery option of a course you want to take?
- 9 out of 12 (75%) chose Very important
- 2 out of 12 (17%) chose Somewhat important
- 1 out of 12 (8%) chose Neutral

## Some excerpts

- How important is it to you to be able to choose the delivery option of a course you want to take?
- 9 out of 12 (75%) chose Very important
- 2 out of 12 (17%) chose Somewhat important
- 1 out of 12 (8%) chose Neutral

# Delivery preferences

#1 Rank as if in Victoria

5 (42%) Multi-Access F2F

3 (25%) Blended

2 (17%) F2F only

1 (8%) MA-Remote

1 (8%) Regular online

# 1 Rank as if not in Victoria

5 (42%) Multi-Access Remote UVic

3 (25%) Blended-Uni in city

3 (25%) Regular online-UVic

1 (8%) Regular online-Other Uni

# DL Student Comments

- I really enjoyed the **freedom to take an online course**. I was still able to learn very effectively and **interact both with people who were also online, and those who were in the class**. Role playing activities and scenerios to talk about was well defined and clearly understood. Ultimately I saved a lot of money, by not having to buy a plane ticket and not having to find alternate accommodations, and **my learning was not affected in the course**. **VERY enjoyable experience.**

# DL Student Comments

- I think it **contributes to the quality of learning because it's differentiated instruction**. By having a multi-access course, students can choose how to participate. I felt like my needs were met and the **video enhanced the quality of the teaching and learning**. Without video, I wouldn't be able to concentrate for 3 hours.

# DL Student Comments

- I feel like the **online factor did not change the learning process at all**. It may have **enhanced it (if anything) due to the fact that in the home there are much less distractions** and I was more able to enjoy the learning. It was also interesting to have someone (my fiancée) in the room listening during many of my classes. It led to many interesting post class conversations from an interesting perspective. I know a few other individuals felt this was the case as well.

# DL Student Comments

- hmmmmm. Personally I am an auditory learner so this was **exponentially better than any previous online learning courses** I have taken.
- Multi-access allowed me to talk and discuss with students and hear their actual voices and their thoughts rather than just written comments. From other online classes I've taken there was very little student-student participation, with this class **I felt like these peers were right there with us. It enhanced the experience.**

# DL Student Comments

- I think this class was **better than a regular class** because **I felt like we were being watched and therefore participated more fully**. Since the microphone was also very sensitive the **F2F people had to be very conscious about the conversations** that they were having in class. This also made it **so I participated and listened better because I wasn't whispering or chatting** to my friends in the class as much. I really enjoyed this type of class and would take on in the future this way if it was offered.

- I was in the remote group. I felt that **students in the remote group were just as involved in conversation as those in class.** One advantage to the remote group was being able **to communicate with other students without disrupting the flow of the class.** This provided opportunity to broaden conversations about the subject matter.

- I definitely feel that regular online classes are nowhere near as effective as our multi-access experience, and I would advocate for multi-access over regular online learning anytime.

# Valerie Irvine, Ph.D

[virvine@uvic.ca](mailto:virvine@uvic.ca) | [@\\_valeriei](#)

<http://edtech.uvic.ca/virvine>

<http://tie.uvic.ca>



University  
of Victoria

