

Distance Education at the University of Oregon

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UNIVERSITY OF OREGON

Presentation Topics

- History of providing online courses
- Type and scale of classes from across campus
- UO resources for faculty
- UO “readiness” for a next step



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In the broadest term, distance education (DE) represents a variety of educational models that have in common the physical separation of the faculty member and some or all of the students.

As with all types of education, the various distance education models are built around the central components of the instructional process:

- presentation of content
- interaction with faculty, peers, and resources
- practical application
- assessment



Each distance education model uses technologies in various ways to address some or all of these components.

There are many terms, with subtle distinctions:

- distance education, distributed learning
- extended ed, e-campus
- hybrid, interactive video, online
- synchronous, asynchronous, multimodal

The focus of this presentation is limited to asynchronous online classes.

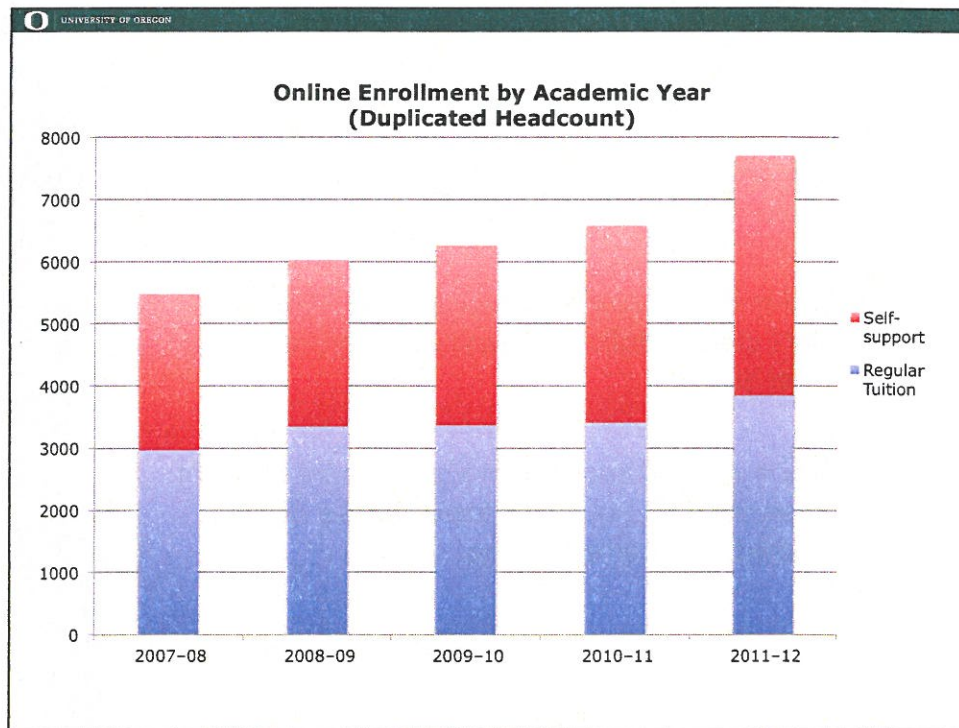
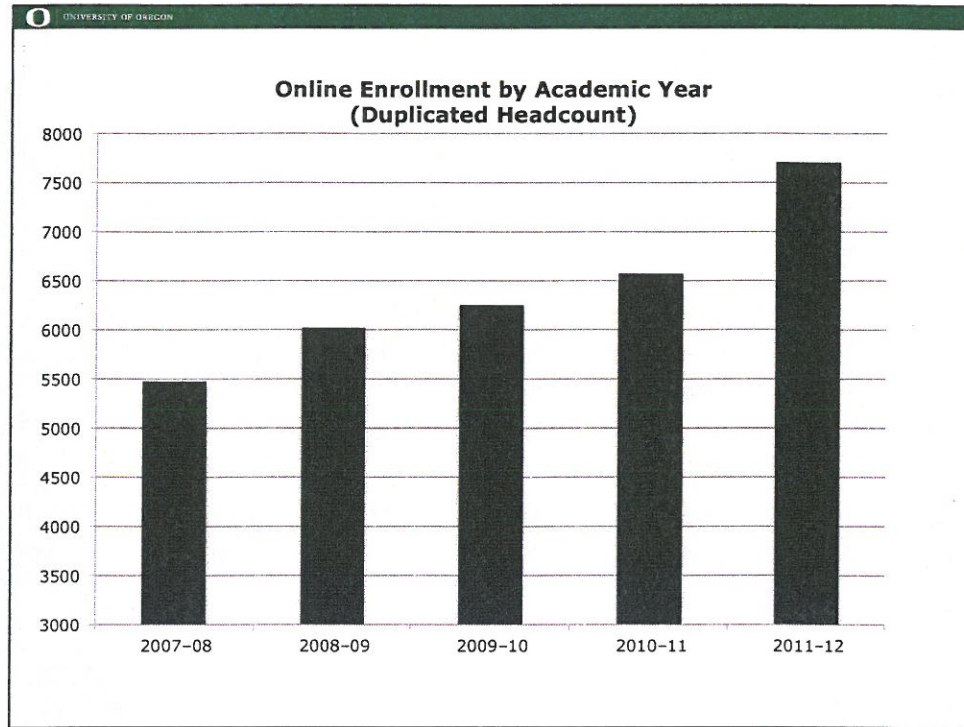


- Early 20th century = extension courses in Portland
- 1980s to early 90s = one- and two-way video on Ed-Net
- Mid-1990s = two significant changes:
 - development of the Internet
 - elimination of the statewide Ed-Net video system
- 1996 = CAS/SSIL initiative; primary delivery mode for undergraduate distance education courses at UO is online



- Videoconference capacity supported by Library
 - Reaches target audiences in Bend, Portland
 - Some colleges developed their own systems, e.g. COE
- 1999 = Blackboard launched; administered by the Knight Library staff, in conjunction with Computing Center staff
- 2000 = Applied Information Management Master's degree (IS:AIM), housed in the Graduate School, launched a fully online option





Number of Unique Titles Schools and Colleges

AY 2011–12
(Fall 2011–Summer 2012)

Schools and Colleges	Titles*
College of Arts and Sciences	37
College of Education	15
School of Architecture and Allied Arts	12
Lundquist College of Business	2
Unclassified	2
School of Music and Dance	1

*400/500 level courses counted once

Titles and Enrollment by Course Level

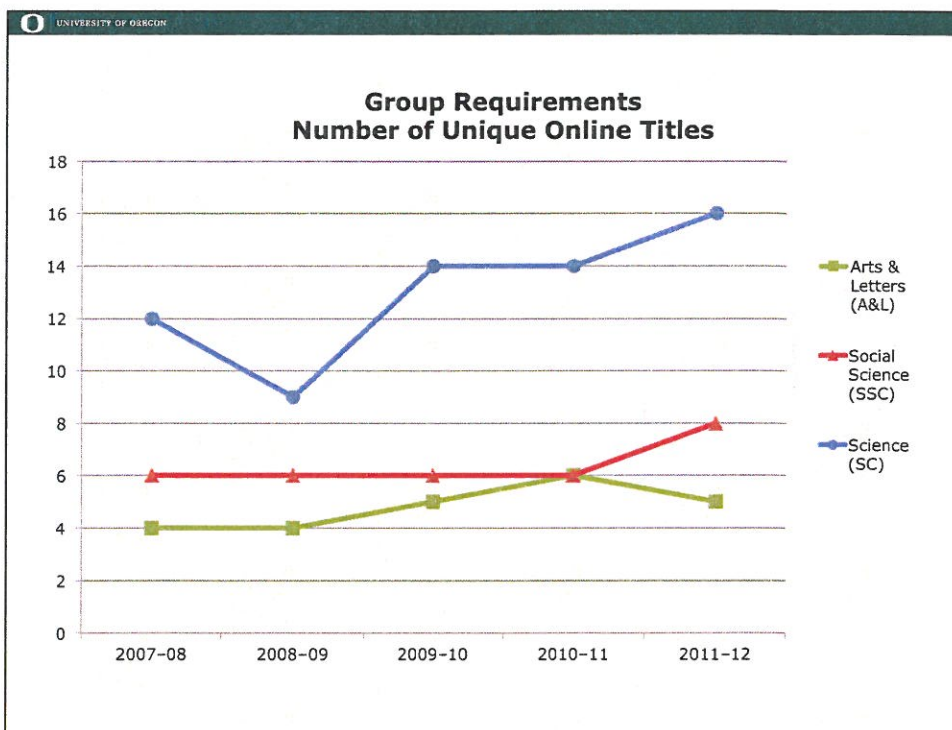
AY 2011–12

	Titles	Enrollment
Lower Division	22	4648
Upper Division	34	2510
Graduate	31	263

Group and Multicultural Satisfying Online Courses, Unique Titles

AY 2011-12

- 29 Met Group Requirements
- 9 Met Multicultural Requirements
- 8 Met both Group and Multicultural Requirements
- Group and Multicultural Requirement courses are at 91% capacity
- 38 Other (Did not meet Group or Multicultural Requirements)



Science

Group Requirements
AY 2011-12

- ANTH 173: Evolution of Human Sexuality
- ANTH 176: Intro to Forensic Anthropology
- ANTH 362: Human Biological Variation
- ASTR 122: Birth and Death of Stars
- ASTR 123: Galaxies and the Expanding Universe
- ENVS 202: Intro to Environmental Studies: Natural Sciences
- GEOL 213: Geology of National Parks
- GEOL 304: The Fossil Record
- GEOL 305: Dinosaurs
- GEOL 306: Volcanoes and Earthquakes
- GEOL 307: Oceanography
- GEOL 308: Geology of Oregon and the Pacific Northwest
- GEOL 310: Earth Resources and the Environment
- PHYS 101: Essentials of Physics
- PHYS 155: Physics behind the Internet
- PHYS 301: Physicists' View of Nature



Social Science

Group Requirements
AY 2011-12

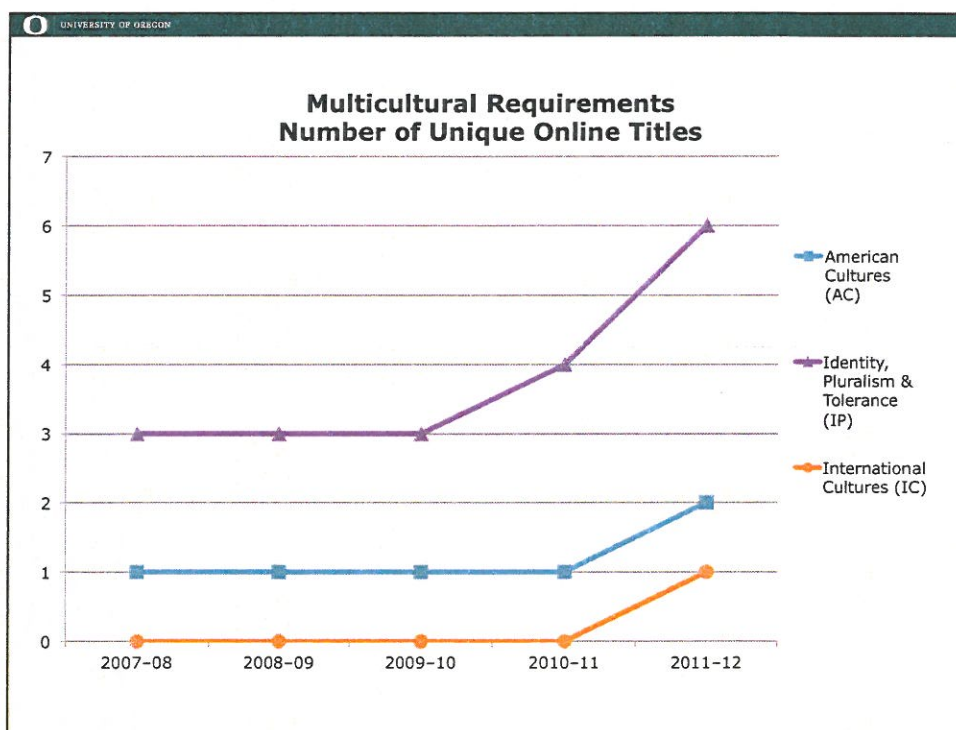
- ANTH 114: Anthropology of Pirates and Piracy
- ANTH 344: Oregon Archaeology
- ECON 201: Intro to Economic Analysis: Microeconomics
- ECON 202: Intro to Economic Analysis: Macro-economics
- ECON 380: International Economic Issues
- PS 201: United States Politics
- PS 204: Intro to Comparative Politics
- PS 205: Intro to International Relations



Arts and Letters

Group Requirements
AY 2011-12

- AAD 250: Art and Human Values
- AAD 251: Arts and Visual Literacy
- AAD 252: Art and Gender
- FLR 250: Introduction to Folklore
- LING 150: Structure of English Words



Identity, Pluralism and Tolerance

Multicultural Requirements
AY 2011-12

- AAD 250: Art and Human Values
- AAD 251: Arts and Visual Literacy
- AAD 252: Art and Gender
- ANTH 173: Evolution of Human Sexuality
- ANTH 362: Human Biological Variation
- FLR 250: Introduction to Folklore



American Cultures

Multicultural Requirements
AY 2011-12

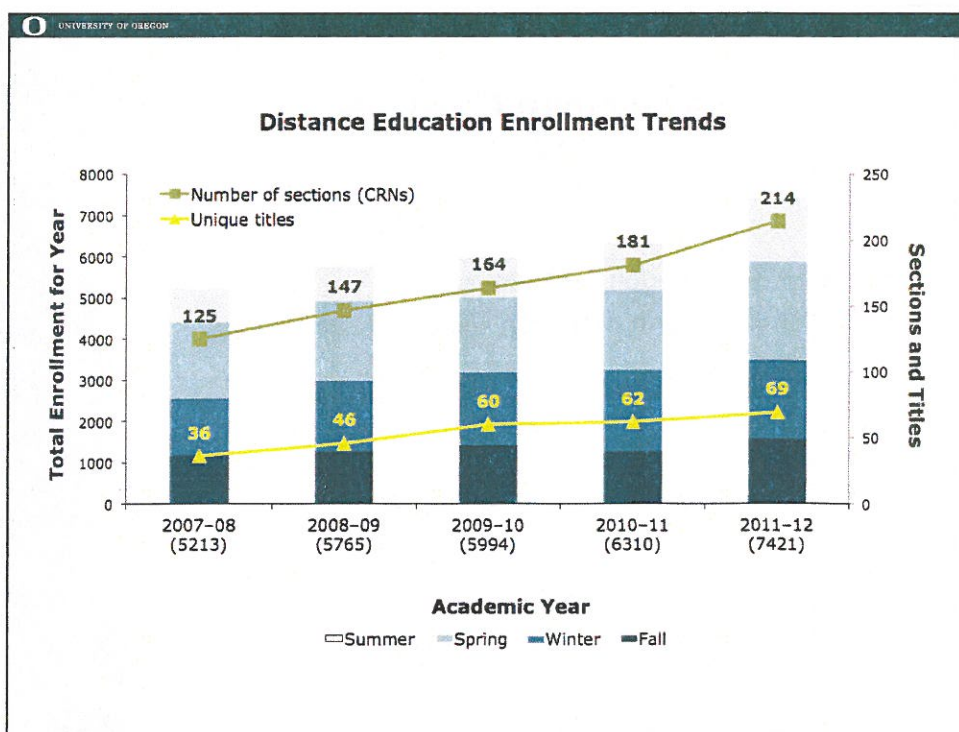
- ANTH 344: Oregon Archaeology
- GEOG 471: North American Historical Landscapes



International Cultures

Multicultural Requirements
AY 2011-12

- ANTH 114: Anthropology of Pirates and Piracy



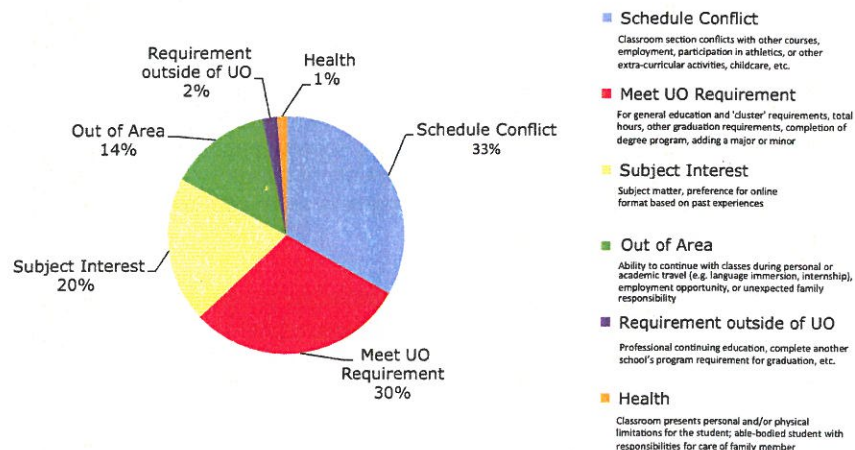
Student Interest

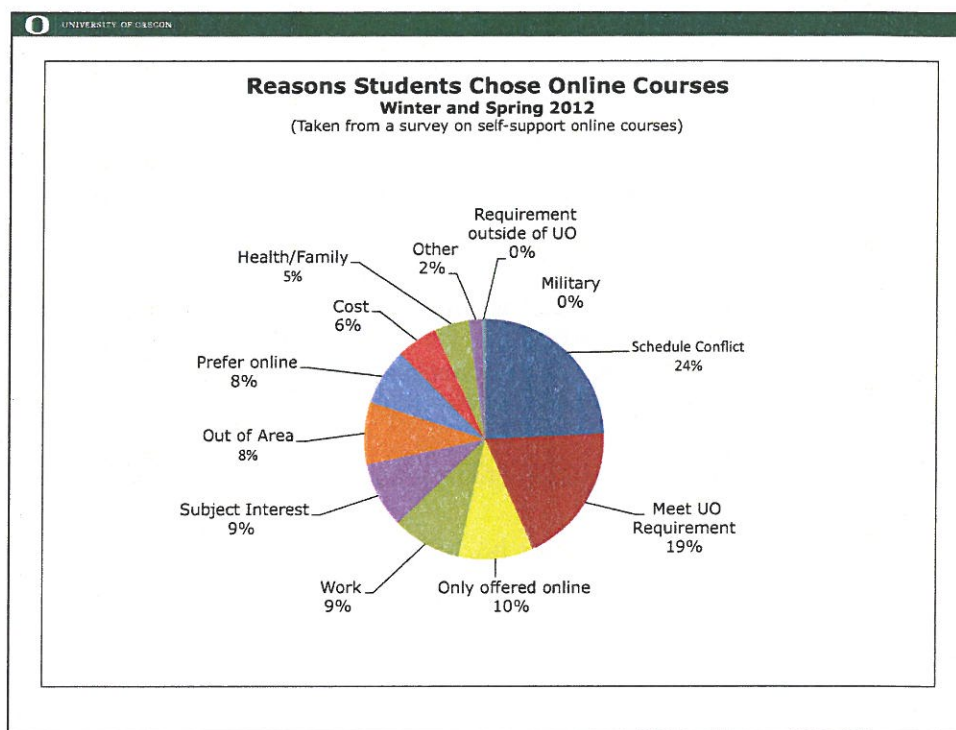
- Students have been surveyed to gather information about reasons for choosing an online format:
 - More than half of the reasons given indicate situations in which students could not have elected the traditional classroom setting.
 - Personal challenges (health, learning disability) may be more easily accommodated through the online option.
- Not all students enrolled in online classes are off campus.
- It is difficult to know where the student is physically located while participating in an online course.

Reasons Students Chose Online Courses

Aggregated total of 44 terms, Summer 2000–Spring 2011

(Taken from preauthorizations on self-support AAD, ART, ASTR, COLT, ENVS, GEOL, and PHYS)





Academic Extension

Academic Extension (AE) serves as the principal information source and coordination point for many outreach efforts related to all areas of the university, including schools, colleges, centers, departments, academic divisions, and individual faculty. Through a variety of delivery modes—in both credit and non-credit formats—AE programs serve communities and citizens locally, regionally and worldwide.

- Experience delivering off-campus and specialized programs
- Customized operations to serve non-traditional students
- Instructional design staff to support faculty through development and implementation
- Entrepreneurial budget model

Social Sciences Instructional Lab

The Social Science Instructional Labs (SSIL) are PC-based computer labs designed to assist faculty, staff, and students with innovative instructional technology applications in the social sciences. Facilities include computer classrooms designed to maximize technology and education.

- Campus labs for testing
- Remote Test Proctor arrangements



Center for Media and Educational Technologies

The UO Libraries' Center for Media and Educational Technologies (CMET) provides the University community with classroom technology, educational video support, and interactive media development for teaching/learning, research, public service, and outreach.

- Technology training for instructors
- Equipment for checkout by students and faculty
- Videoconferencing and distance education facilities
- Video production and distribution systems
- Image scanning and related digitization services



Teaching Effectiveness Program

TEP's educational technology support staff are available to assist instructors in exploring different potential technologies that create useful and productive student learning experiences.

Services include:

- Individual consultations
- Hands-on and interactive workshop sessions
- Specific department/program trainings (upon request)
- Online interactive training modules (designing online courses)



Teaching Effectiveness Program (continued)

TEP offers multiple workshops addressing content relative to educational technology including:

- blended and online course design
- dynamic presenting with technology
- virtual discussion
- social media

There were just over 100 participants for all of the technology-focused workshops offered in AY 2011–12.



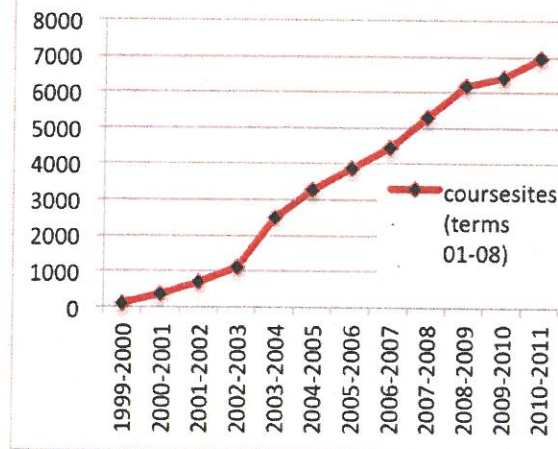
Blackboard

The UO Blackboard Learn course management system is provided and managed by the Libraries' Scholarly Communications and Instructional Support, in collaboration with UO Information Services. UO has used Blackboard Learn since 1999. Faculty can use Blackboard to deliver and manage the following materials online:

- syllabi
- course readings
- online class discussions
- course assignments
- quizzes and exams
- grade information



**Blackboard Usage:
Number of active coursesites
per year**



Issues

- Compliance with federal regulations for state approvals
- Competition from peer institutions
- Shift in student comfort using mobile devices
- Growing or increased public expectation of mobile technologies
- Alignment of current policies with practice
- Others...



What Does It Take to Grow?

- Faculty interest
- Department support
- Instructional Designer collaboration
- Technology tools/support
- Registrar interface and student support services
- Marketing/outreach
- New institutional "image"
- A "package" that fits student needs, e.g. minor, degree completion, graduate certificate or degree, etc.
- Others...

