

Online Learning and the Mobile Student

U.S. Embassy Speakers Series Serbia 2015



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Washington, D.C.
14-16 April 2015

Goals for Today

- Distance learning and online education today
- Perspectives from students, faculty, and universities
- Students: social and mobile
- Discussion

I. What is distance education?

Most simply: separating the teacher and the student

A long history –

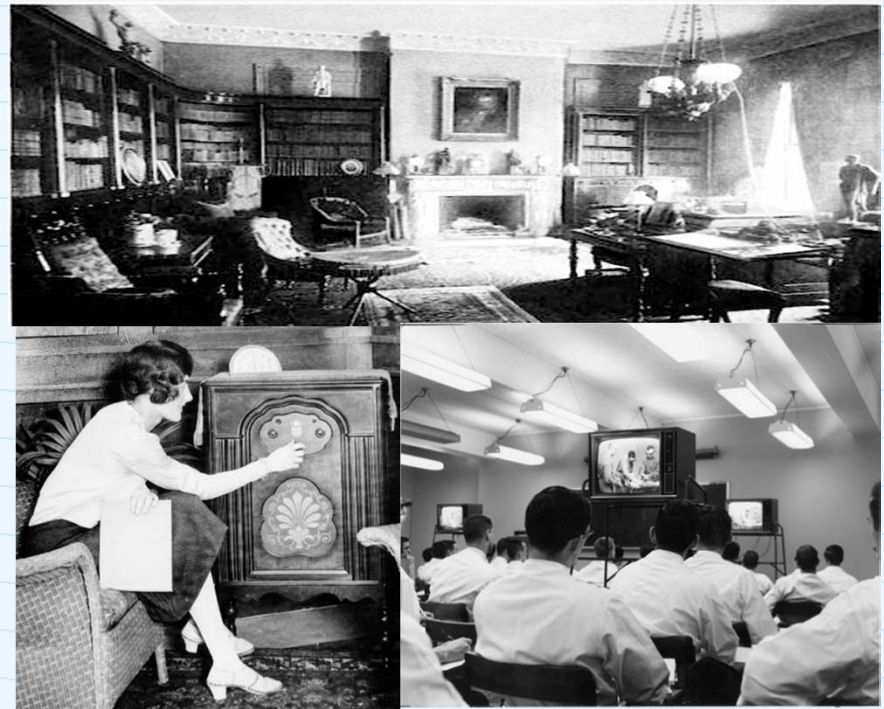
mail,

radio,

television,

VCRs/DVDs,

and for at least 20 years – online.



With acknowledgement to Laura March

Why use technology in your course?

- *to meet the learning objectives of your course*

not because you *can* use technology,
but only because (only *if*) the technology is helpful



With acknowledgement to Laura March

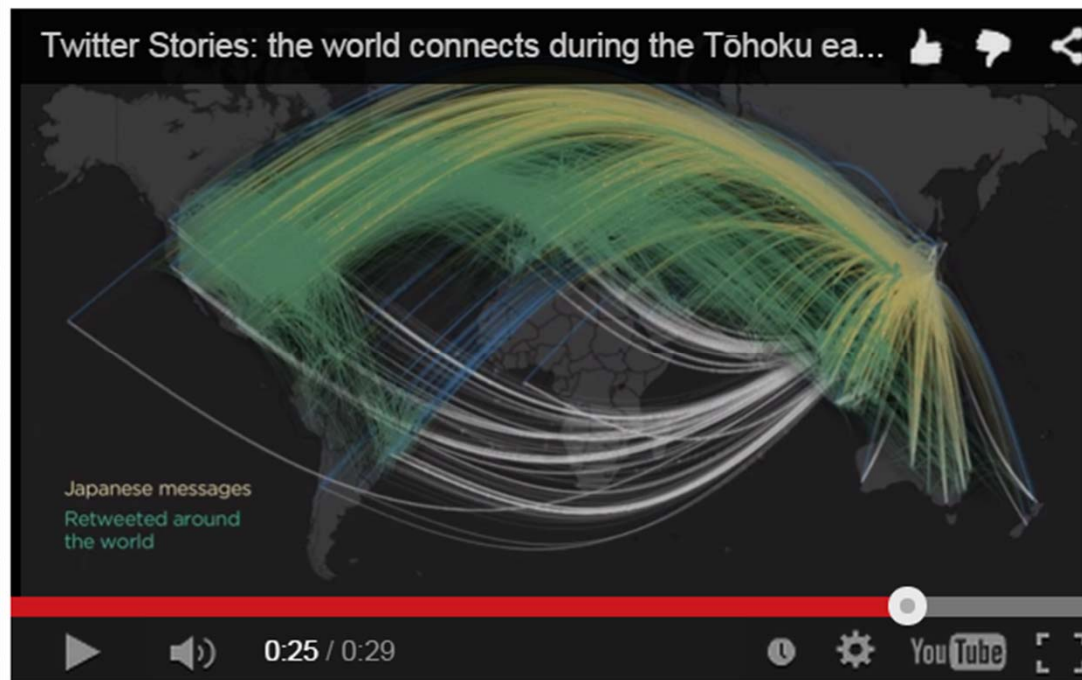
How do online courses differ from “live” courses?

- Asynchronous and Synchronous
- No student-teacher face-to-face contact
- No student-student face-to-face contact
- Challenges for student and teacher
- Not independent study: but re-creating the classroom experience



How is online learning different today?

- broadband: rich-media content
- mobile: Wi-Fi and smart phones/tablets
- two-way and large-group interaction
- multiple means of instruction and assessment



How is online learning the same?

The key is still the teaching and the learning.

The technology (books, radio, Internet, etc.) are tools

- technology is not the same as goals, pedagogy, learning outcomes, or learning.



Types of online learning today

Three common kinds (or four):

- MOOCs
- Complete online programs
- Single courses

- Instructional video

1. MOOCs – Massive Open Online Courses

Leading Universities.

Courses that are free, open –
1000s of students. Asynchronous.

Computed-graded or ungraded assignments.

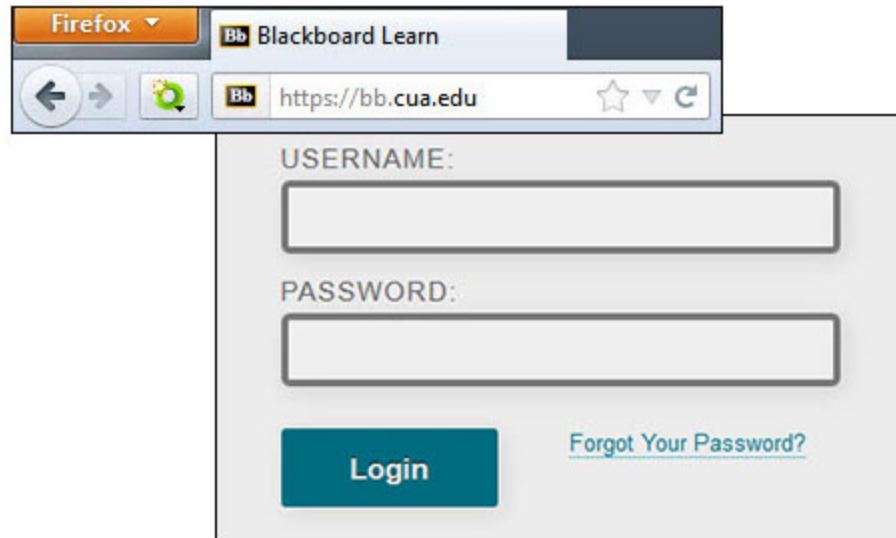
Huge up-front costs,
high-quality production,
possibly a "famous" teacher.

No admissions standards,
no university credit.



2. Online graduate (M.A., M.S., Ph.D.) programs:

- Offered by a university as degree program, with admissions and tuition.
- Sometimes with third-party technology.
- Importance of the university's role in maintaining its standards.
- May include one or more short on-campus or synchronous segments.



The image shows a screenshot of a Firefox browser window. The address bar displays the URL <https://bb.cua.edu>. The page content includes a login form with the following elements:

- A label "USERNAME:" above a text input field.
- A label "PASSWORD:" above a text input field.
- A teal "Login" button.
- A link labeled "Forgot Your Password?".

3. Single-course offerings:

Often an undergraduate summer course, designed for students who will be working or away from campus.

Typically asynchronous.

Quality varies widely.



II. Perspectives

If that's what online learning is,
what do people think about it?

- universities
- faculty members
- students

University Perspectives

- Philosophy – how does online learning meet and advance the mission of the university, and sustain or improve its reputation?
- Finance – how can we make online learning a positive revenue stream?
- Expectations – what do students demand?
- How? What model(s) should we choose to do all this?

Faculty Perspectives

There is no consensus from faculty:

- online is as good or better, and the future of university education, *or*
- students need teachers to lead and challenge and instruct, in person, and not merely to "guide from the side", especially from a time- and place-distance

Faculty Perspectives, cont.

Faculty Skills – instructors differ in technology comfort; being a very good classroom teacher does not automatically translate online.

Student Engagement – a discussion about Aristotle with the teacher and students, especially asynchronously, is difficult to generate.

Some believe that technical courses are better suited for online learning - computer programming or chemistry, but not literature or politics.

Faculty Perspectives, cont.

Much work: Preparing and teaching online is very time-consuming, but with a big reward.

New: Perhaps for the first-time in a long time – re-consider the course's goals, structure, readings, and assessments....

Reward: *This re-imagining of the course is then carried into the classroom next time – typically as a big improvement for the teacher and the students.*

Student Perspectives

Online learning is:

- natural – they do much of their living online already
- convenient – a course that is "on demand"
- an easy course – or so they mistakenly think
- expected – universities and faculty are similar now to 20 or 200 years ago. But students are not. Universities are trying to serve student "customers" demands.

Two more items:

- Definitions
- Perspectives
- Social Media
- The Mobile Student



III. Social Media and the University Student

Is facebook just a tool for helping teach online courses?

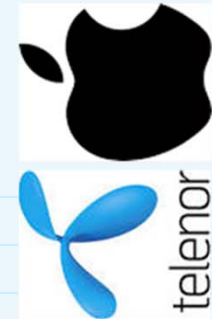
Or do students need a professional "**social media presence**" – an "online portfolio" ?

Very few teachers know how to help students do this.



IV. The Mobile Student

Smart phones, tablets, and Wi-Fi :
How do students work? And where?



<http://i.imgur.com/sfoMh.jpg>



Amidst all the talk of technology, smart phones, and the mobile student,

how are students actually studying?

Let's ask them...

You can see survey at bit.ly/wherehow

This short survey (six questions) is part of an effort to study how you study. Please consider this semester and last semester. It will take just a couple of minutes – thank you very much!

Where do you do your "reading" work of books or other printed material?

	Frequently	Sometimes	Rarely	Never
My residence (dorm, apt., etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus library or other indoor study area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workplace/job, on or off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On campus, outside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off campus, inside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off campus, outside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where do you do your "reading" work of electronically-available materials (PDFs, blackboard/moodle, or any material elsewhere online)?

	Frequently	Sometimes	Rarely	Never
My residence (dorm, apt., etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus library or other indoor study area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workplace/job, on or off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On campus, outside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off campus, inside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off campus, outside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what kinds of devices do you read your electronically-available materials (PDFs, blackboard/moodle, or elsewhere online)?

	Frequently	Sometimes	Rarely	Never
Computer/laptop, indoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer/laptop, outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPad or similar, indoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPad or similar, outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone, indoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone, outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On what kinds of devices do you do your written/composition work? This means work like writing essays, answering questions, doing problems, spreadsheets, presentations, drawings, or other "written" work.

	Frequently	Sometimes	Rarely	Never
Computer/laptop, indoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer/laptop, outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPad or similar, indoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iPad or similar, outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone, indoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone, outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pencil/Pen and Paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In short, how would you answer, "Where/How do you usually study?"

A graphic of a spiral-bound notebook with a brown cover and a light blue page. The spiral binding is on the left side. The page contains text about a survey conducted in November 2012 and a follow-up survey in March 2015.

November 2012:

- 400+ students, 12 universities, 7 countries (most USA)

47% freshman / sophomore

42% junior / senior

11% graduate students

90% Humanities, Soci Sci, Business

10% STEM, Fine Arts

March 2015: smaller follow-up survey

What did they say?

Some things we might suspect:



http://www.american.edu/uploads/standard/large/libraryD10_152_019.jpg

- they study in the library and in their dorms
- they want to be somewhere quiet
- they study with their laptops
- they know their phones can distract them

90 % study in their dorm or apartment

frequently (70%) or sometimes (20%)

(cf rarely or never)

77 % study in the library / study area

frequently (38%) or sometimes (39%)

25 % study at work, frequently or sometimes

and another 25% rarely (50% never)

34 % study outdoors, frequently or sometimes

42 % never do

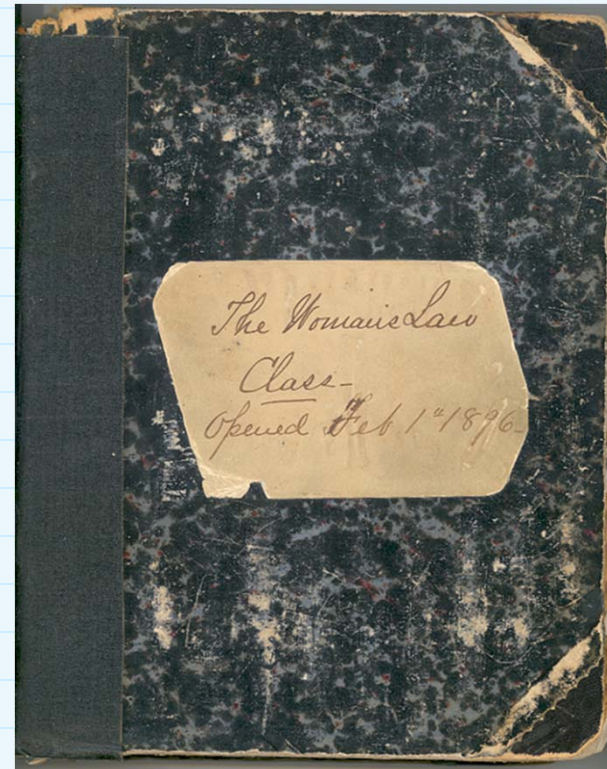
2012 survey

Laptops still dominate

99 % of students mostly read on their laptops

98 % usually write on their laptops

(and half sometimes do these outdoors)



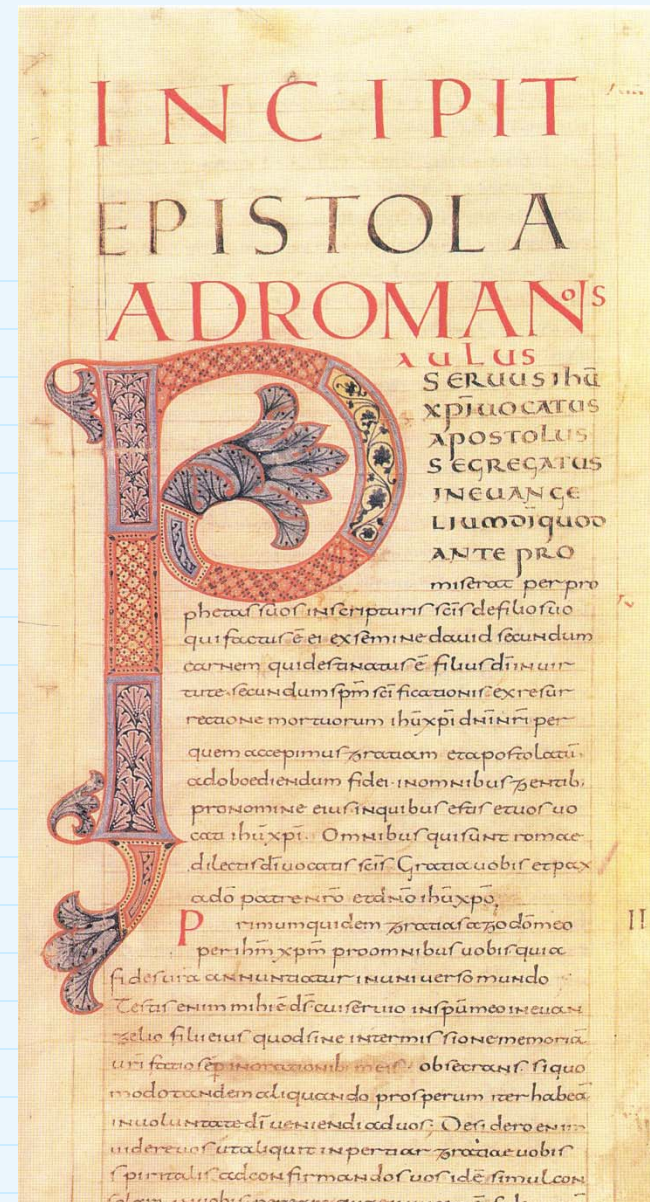
And, yes:

Pen/Pencil and Paper

about 60 % of students

do hand-written
assignments

frequently or sometimes
(and another 20% rarely)

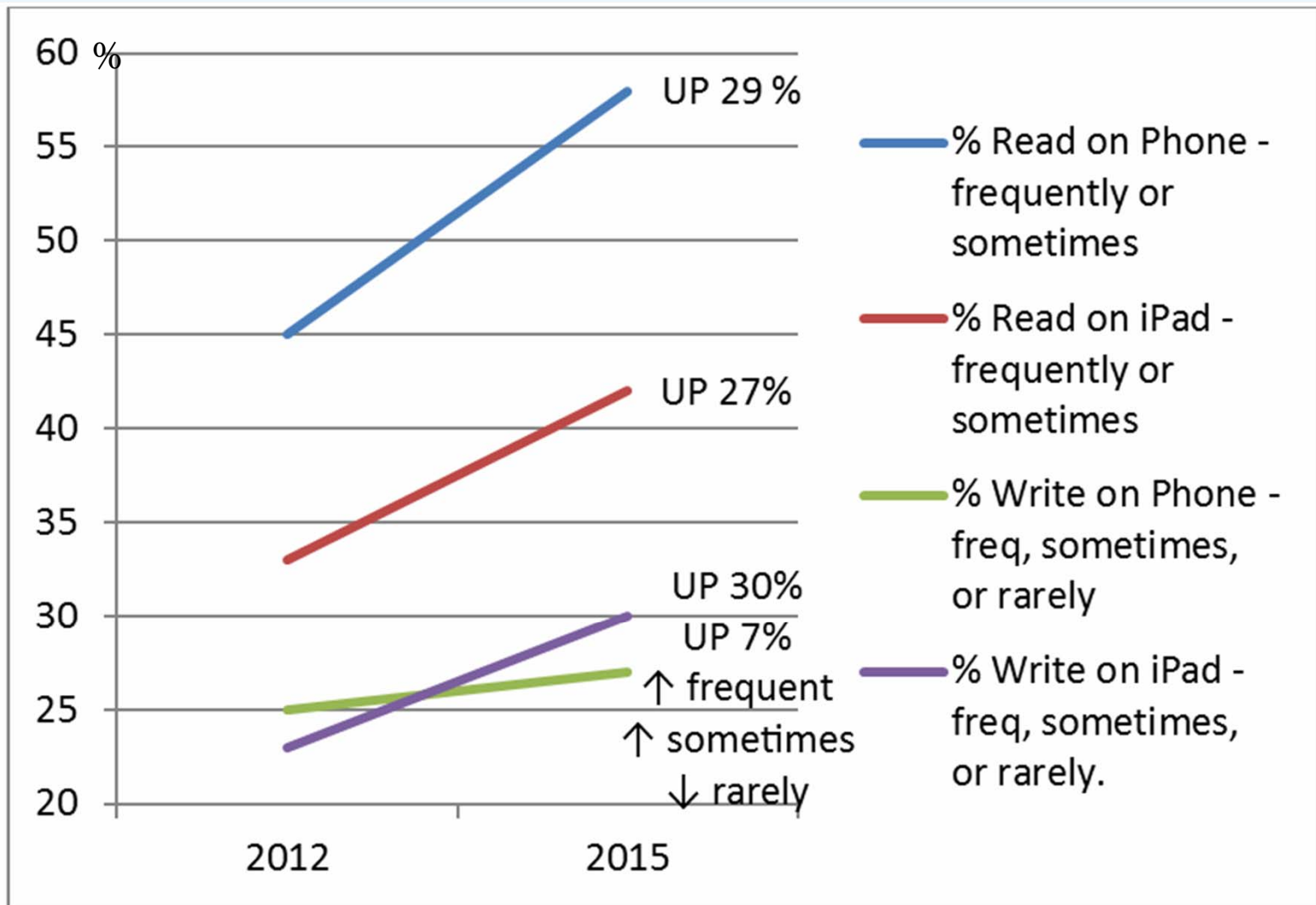


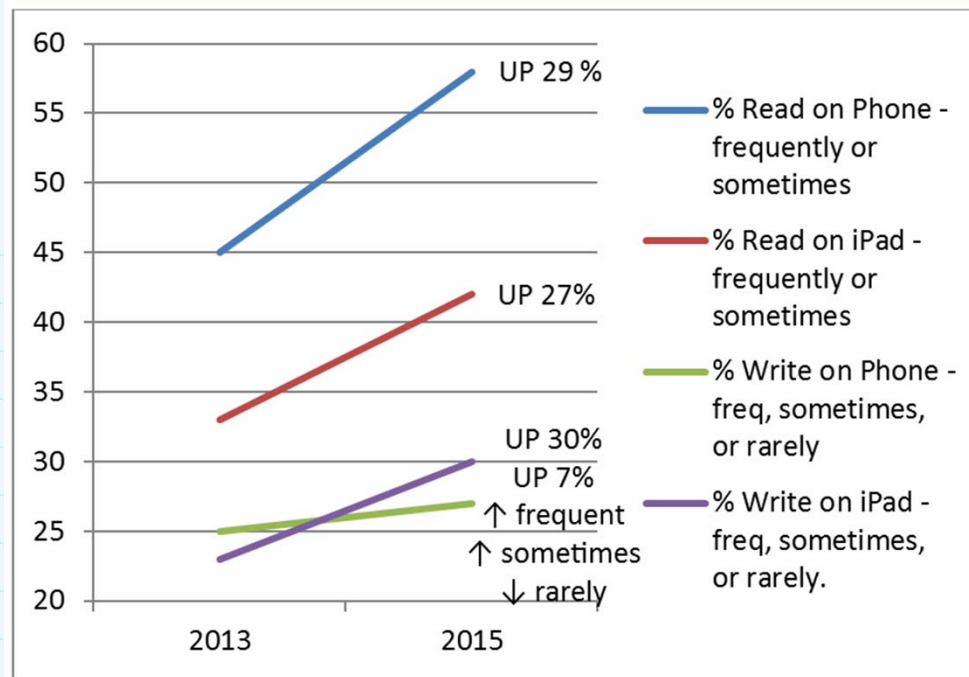
But the most interesting changes might be the numbers doing their

reading and writing on tablets and phones.



Homework on the Small Screen





Asked about their *school work*:

- Over 40% read on a tablet (iPad, etc)
- Almost 60% read on a phone
- About 30% do written assignments on a tablet
- More than 25% do written work on a phone


Review :

The course drives
the technology,
not the other way.

Focus on the
students,
not the technology.

*Use the technology that helps you promote
curiosity, engagement, discovery ,and learning.*





хвала !

And now let's discuss...



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