Building High-Quality Online Learning

An *Inside Higher Ed* webcast
Tuesday, March 23, 2021
2 p.m. Eastern

Presenters

Doug Lederman
Editor and co-founder, *Inside Higher Ed*
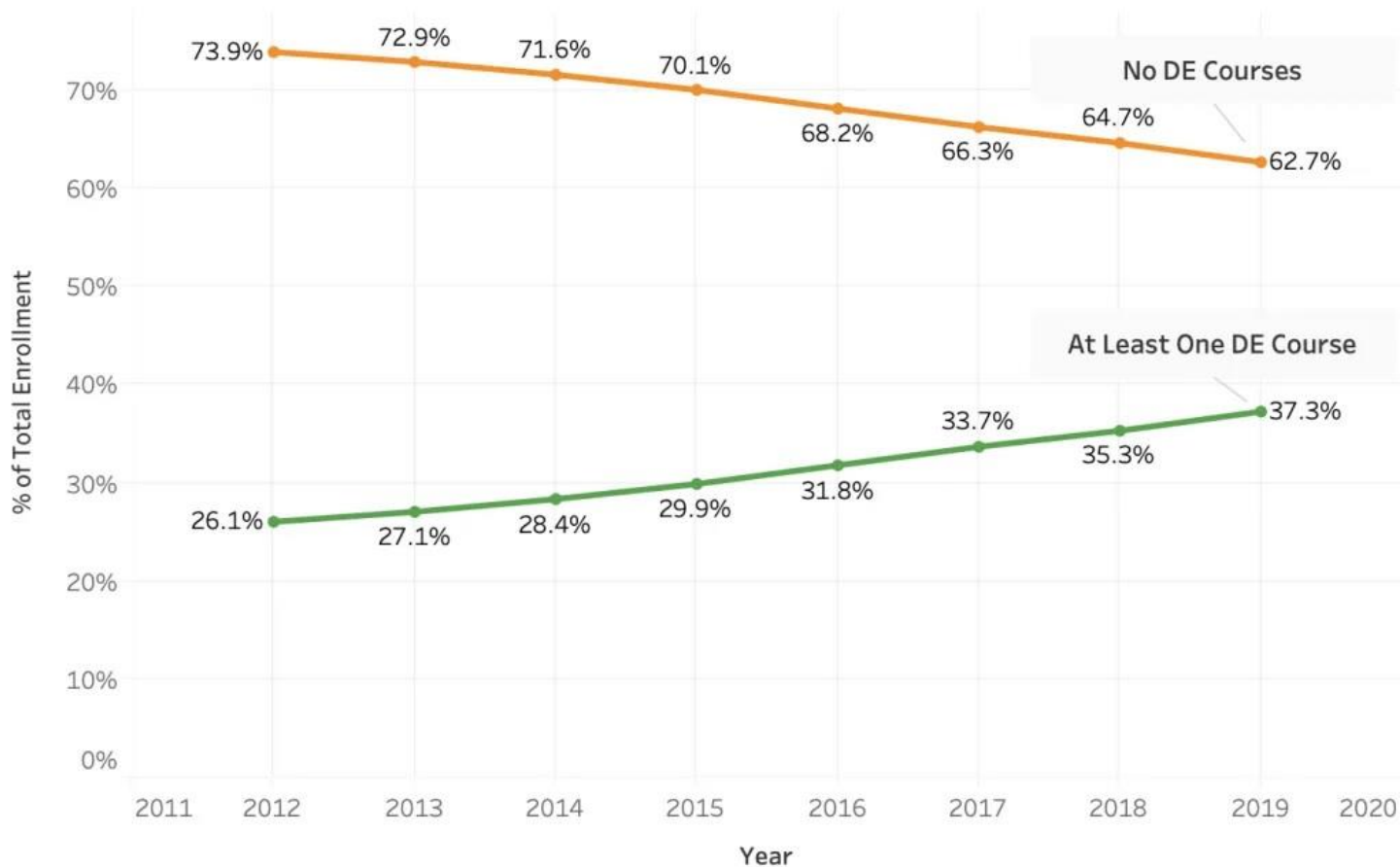doug.lederman@insidehighered.com

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State of Online Learning, Pre-COVID

% of US Higher Ed Enrollment, Fall 2012 - 2019
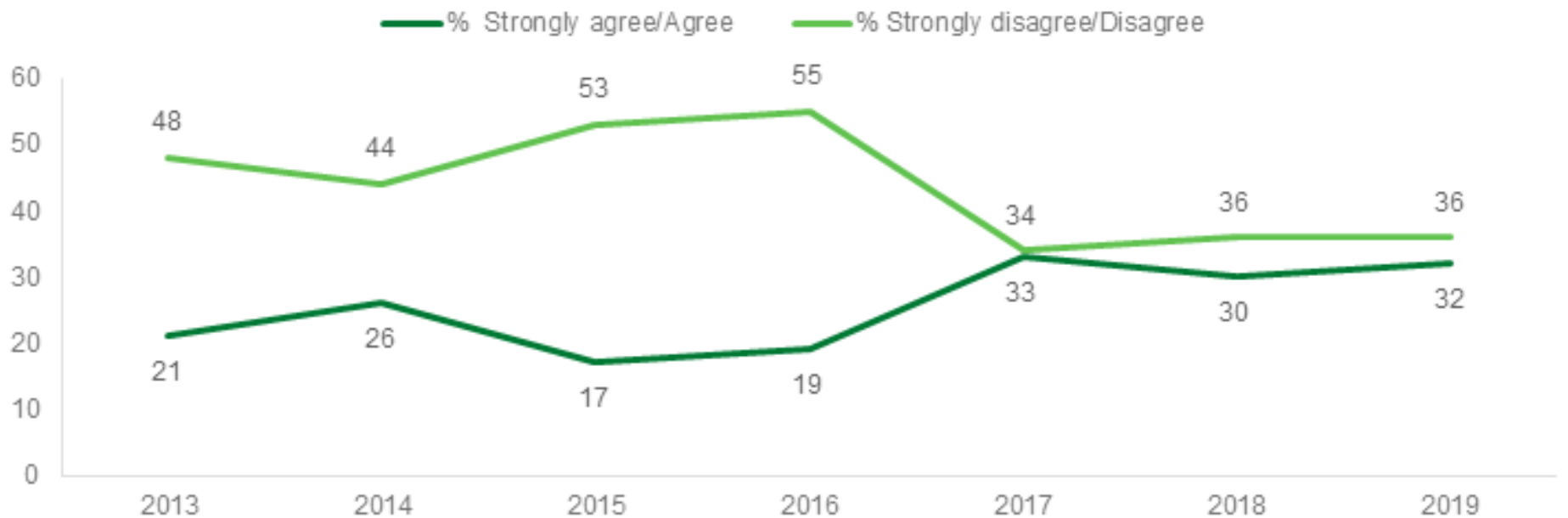of Students Taking At Least One (ALO) Online Course
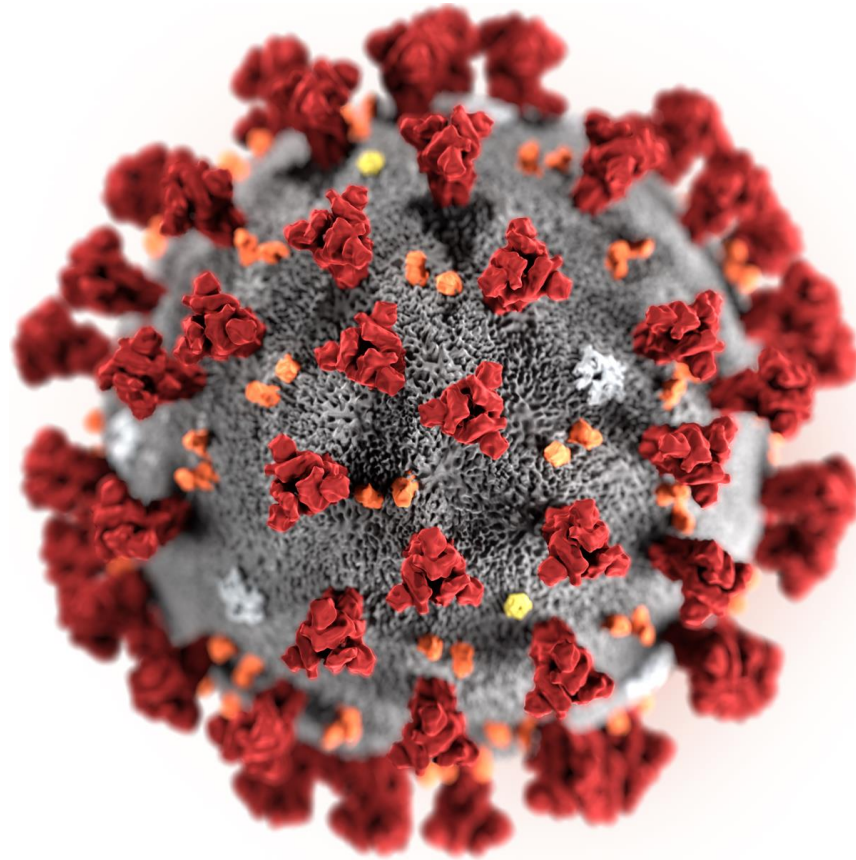Source: IPEDS database

MiNDWiRES

No DE Courses
73.9% · 72.9% · 71.6% · 70.1% · 68.2% · 66.3% · 64.7% · 62.7%

At Least One DE Course
26.1% · 27.1% · 28.4% · 29.9% · 31.8% · 33.7% · 35.3% · 37.3%

Source: PhilonEdTech.com

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State of Online Learning, Pre-COVID (cont.)

Faculty Members' Opinions of Whether Online Courses Can Achieve Student Learning Outcomes at Least Equivalent to In-Person Courses at Any Institution
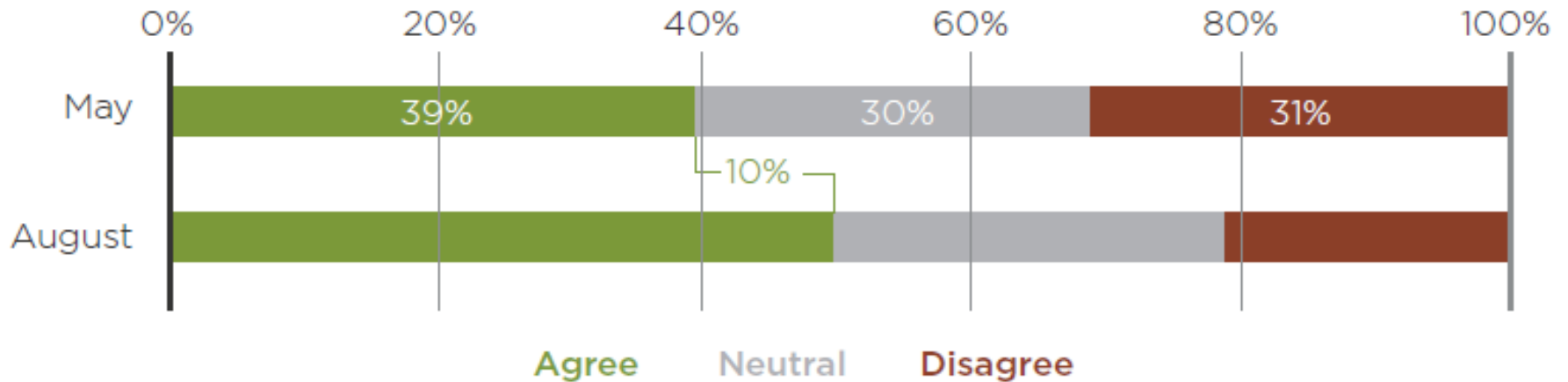
— % Strongly agree/Agree   — % Strongly disagree/Disagree

% Strongly disagree/Disagree: 2013: 48, 2014: 44, 2015: 53, 2016: 55, 2017: 34, 2018: 36, 2019: 36

% Strongly agree/Agree: 2013: 21, 2014: 26, 2015: 17, 2016: 19, 2017: 33, 2018: 30, 2019: 32

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The COVID-19 Impact

Attitudinal Changes

"ONLINE LEARNING IS AN EFFECTIVE METHOD FOR TEACHING"

May: Agree 39%, Neutral 30%, Disagree 31%

August: Agree 49% (10% increase), Neutral, Disagree

Agree   Neutral   Disagree

"Time For Class COVID-19 Edition Part 2"

"Emergency Remote" vs. Online

What is "Quality" Online?

"For our online courses, we have weekly learning outcomes that we are strictly adhering to, and we have instructional principles -- our videos need to be 10 to 12 minutes long. We optimize student learning and engagement in these ways. We don't offer this same level of scrutiny to our face-to-face courses. Why is it OK to have a 400-person lecture hall?"

--An associate provost

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'Four Horsemen of the Online Apocalypse'

- **Isolation:** How to transform an online class into a community.

- **Engagement:** How to keep students motivated and on track.

- **Rigor:** How to ensure student learning outcomes and academic honesty.

- **Quality:** How to make sure that online courses meet minimal standards for accessibility and usability, learner support, interactivity, and robust assessment.
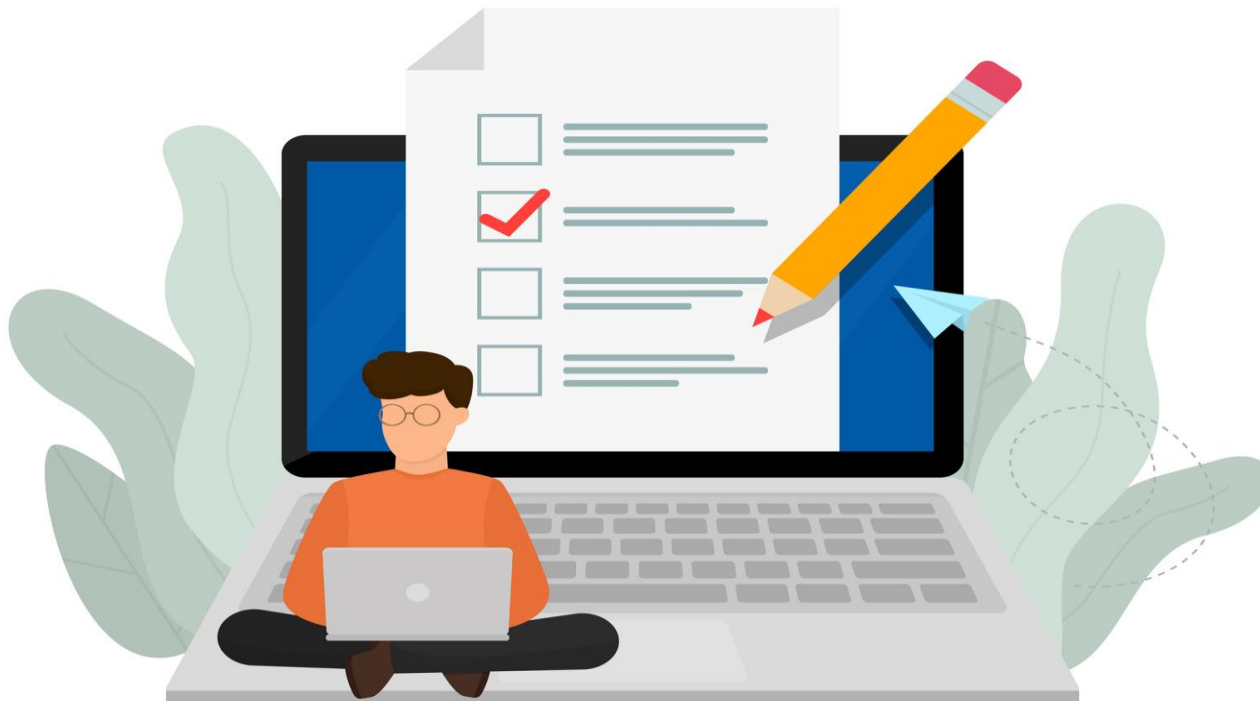
--Steve Mintz, professor of history at University of Texas at Austin

Purposeful Course Design

"What should be on the list of every post-COVID-19 university? One idea that I'd like to nominate for consideration would be a commitment to design every course as an online course. That's right, every single course."
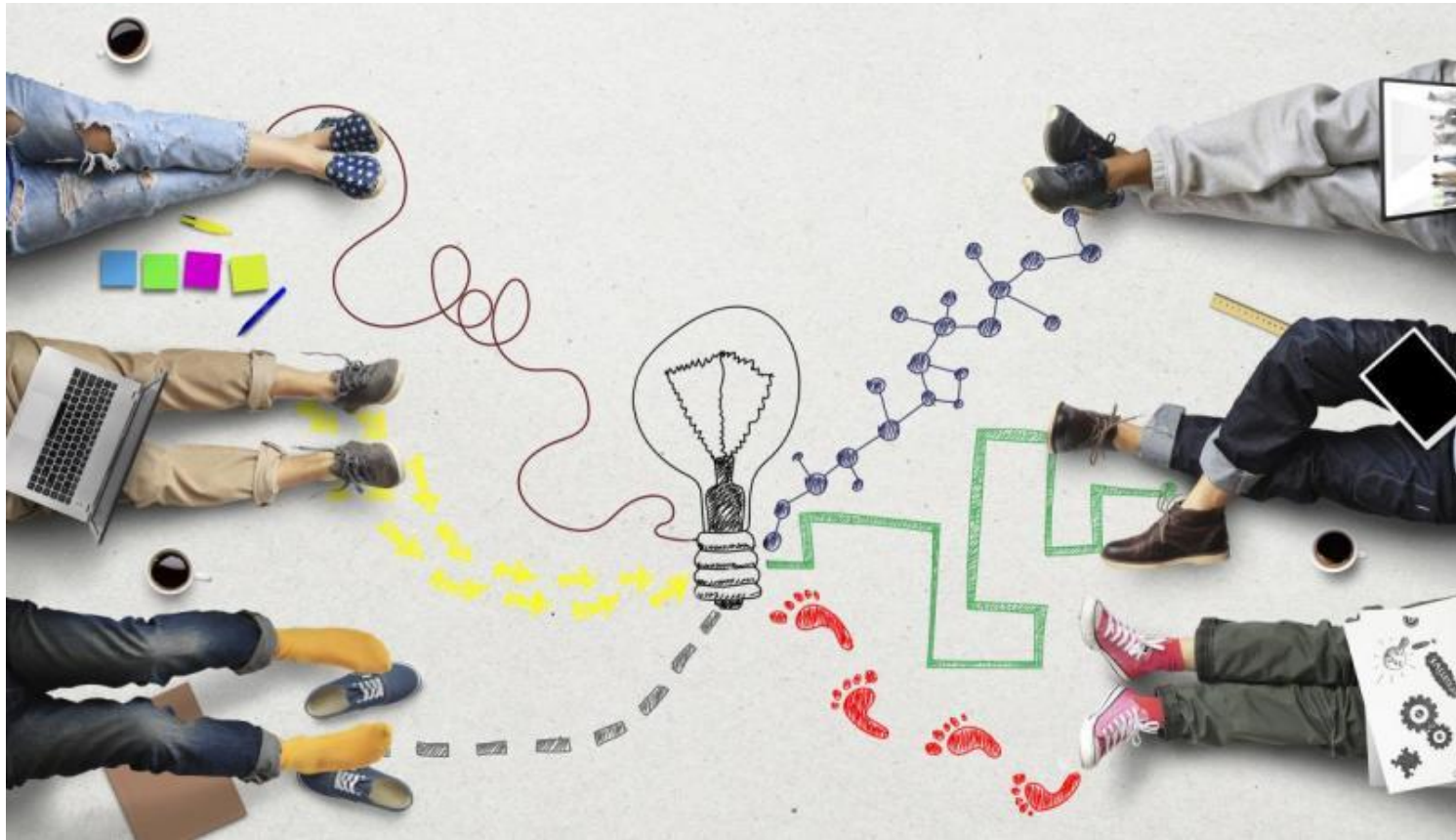
--Joshua Kim, Dartmouth College

Rethinking Assessment

Engagement!

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With Thanks …

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