

Online, But Skeptical

An Inside Higher Ed webinar
Results of Inside Higher Ed/Gallup 2013 Survey
of Faculty Attitudes on Technology
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INSIDE
HIGHER ED

Presenters

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Methodology

- Surveys conducted by Gallup in June/July 2013
- Responses from 2,251 college faculty members and 248 academic technology administrators
- Gallup estimates 95% confidence level of margin of error of 2.1 percentage points on overall faculty results; higher margins for subsets of faculty population and administrative sample
- Responses coded to enable analysis by sector, faculty status (full-time/part-time), age, etc.
- Complete anonymity for individuals and institutions

Key Findings

- Only 1 in 5 professors agree that online courses can achieve learning outcomes equivalent to those of in-person courses.
- Majorities consider online learning to be of lower quality than in-person courses on several key measures (but not in terms of delivering content to meet learning objectives).
- Most professors are skeptical of MOOCs – and want to be sure that campus faculties control decision-making over how courses are used and that accreditors review quality.
- **BUT:** 30% of faculty members had taught at least one course online (up from 25% in 2012); they are far likelier than peers who have not to believe online courses can produce equivalent learning outcomes (but even they are evenly divided).
- Instructors with online experience likelier than not to believe that online courses can deliver equivalent outcomes at their institutions (47% agree, 28% don't) and in the classes they teach (56% vs. 29%).

The Quality Gap

- 7% of professors strongly agree and 14% agree that "online courses can achieve student learning outcomes ... at least equivalent to those of in-person courses." (48% disagree.)
- For administrators, numbers are 60% and 13%.
- Skepticism grows closer to home:

% Who Disagree Outcomes Can Be Equivalent ...

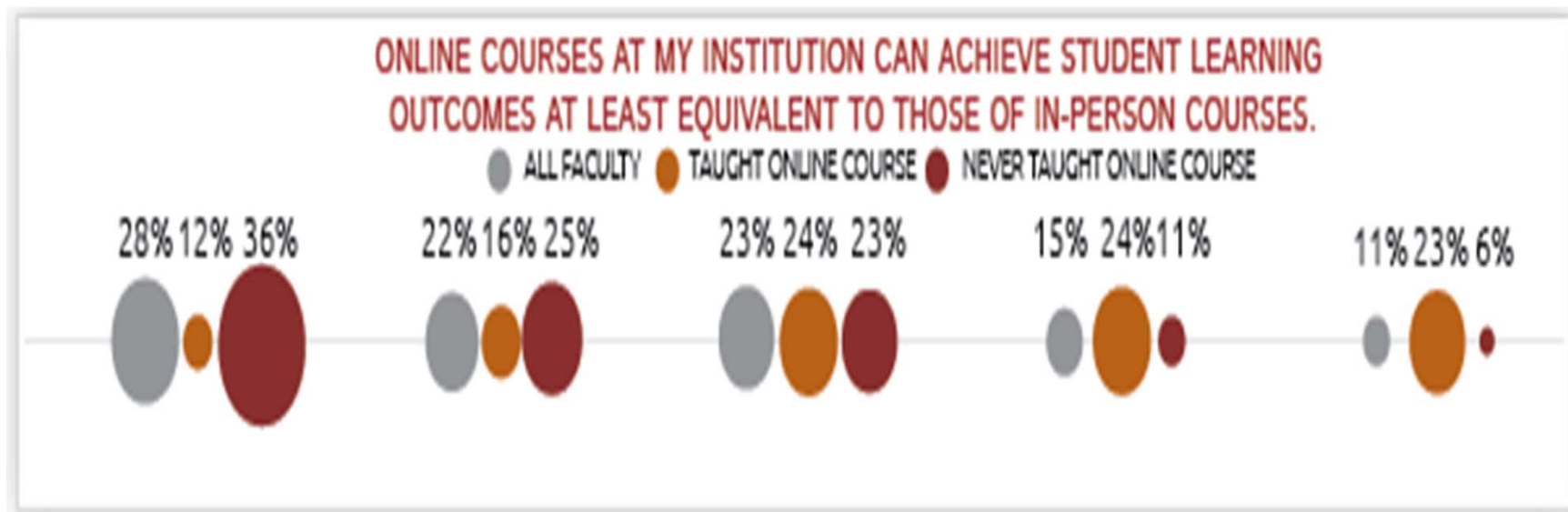
At any institution	48%
At <i>my</i> institution	50%
In my department/discipline	60%
In classes I teach	62%

The Quality Gap (cont'd)

- Professors say online courses are **same quality as or better than face-to-face classes** in terms of (1) grading and communicating about grading, and (2) communicating with college about logistical and other issues.
- Faculty split **50/50** (the same/better vs. lower quality) on online courses' "ability to deliver the necessary content to meet learning objectives."
- Online courses perceived as of **lower quality** on four other course elements: (1) interaction with students during class (85%), (2) ability to reach "at risk" students (78%), ability to answer students' questions (67%), and interaction with students outside of class (62%).

Familiarity ≠ Contempt

- The more exposure professors have to online instruction, the more comfortable they become with it.



Familiarity ≠ Contempt

Aspect of Course Delivery	Have Taught Online	Haven't Taught Online
Ability to delivery necessary content to meet learning objectives	64%	43%
Ability to answer student questions	55	24
Interaction with students during class	29	8
Interaction with students outside class	48	34
Grading/communicating about grading	79	59
Communication with the college about logistics and other issues	68	51
Ability to reach "at risk" students	33	17

Indicators of Quality?

- Asked to identify “very important” markers of quality online education ...
- Faculty most likely to say “offered by an accredited institution” (73%), course “certified for quality” (66%), and offered “by institution that also offers in-person instruction” (59%).
- Administrators: “accredited institution” (83%), “leads to academic credit” (64%), and “offered as part of degree/certificate program” (52%).

The Year of MOOCs

- What's changed?
- Hype
- Growth
- MOOCs or MOOC-like substances?
- Presidential shoutout

The Coursera logo, featuring the word "coursera" in a blue, lowercase, sans-serif font with a stylized infinity symbol or wave-like shape at the beginning.The edX logo, consisting of the letters "ed" in red and "X" in blue.The Udacity logo, featuring a large orange "U" above the word "UDACITY" in a smaller, grey, uppercase font.The "INSIDE HIGHER ED" logo, with the words "INSIDE" and "HIGHER ED" stacked in white, uppercase letters on an orange rectangular background.

MOOCs: How Do You Feel? - I

Response to: “MOOCs make me excited about the future of academe.”

	Faculty	Technology Administrators
Strongly agree	4%	7%
Agree	9%	20%
Neutral	20%	30%
Disagree	20%	22%
Strongly disagree	46%	22%



MOOCs: How Do You Feel? – II

- Part-timers
- Tenured faculty members
- MOOC providers
- MOOC consumers

MOOC Oversight and Fairness

- Why accreditation matters to many faculty members (but not so much to MOOC providers).
- If you offer MOOCs, should you grant credit at your own institution?

[Home](#) › [Accreditation](#) › [Will I get university credit for taking this course?](#)

Will I get university credit for taking this course?

Last Updated: May 14, 2013 08:00PM PDT

No, you will not earn credit with our partner universities for taking courses on our site.

However, some students who are currently enrolled at other universities have been able to get credit for taking these courses at their own university (sometimes as individual research units). If you are a currently enrolled student, you might want to check with your university to see if this is an option.

A few of our courses have also been approved for ACE College Transfer Credit Recommendations. You can learn more about credit recommendations, and see a list of eligible courses, in the [College Credit Recommendation Guidebook](#).

MOOC Effectiveness

Statement	Agree / Strongly Agree	Disagree / Strongly Disagree
MOOCs can help with capacity at public colleges	40%	31%
MOOCs can serve students at all ability levels	19%	62%
Course completion rates of 5-10% are acceptable	10%	74%
MOOCs could lower costs for students	48%	25%

LMS Use - I

Frequency With Which Faculty Use LMS Features

Feature	Always	Usually	Sometimes	Never
Share syllabus	76%	10%	8%	7%
Attendance	24%	10%	16%	50%
Grading	53%	13%	12%	22%
Provide e-textbooks	36%	22%	22%	19%
Lecture capture	11%	7%	13%	69%
Interact with students	53%	21%	16%	9%
Identify those needing help	24%	15%	27%	34%

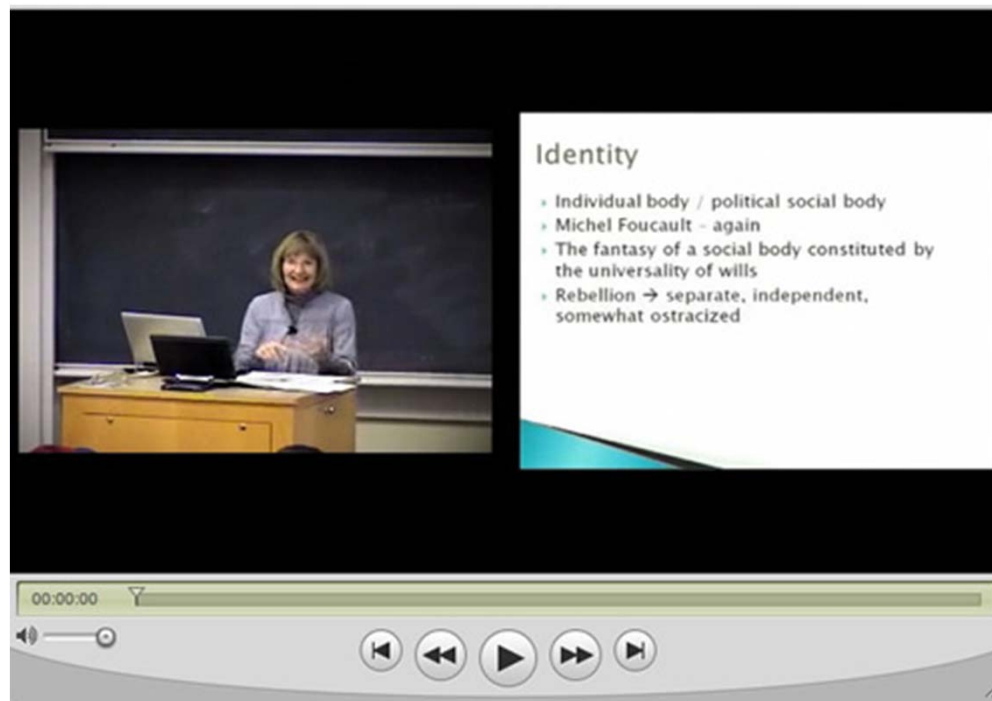
LMS Use – II

Faculty Who Say They Always Use Various LMS Features

Feature	Tenured	Part-Time	Nontenured
Grading	42%	62%	60%
Provide e-textbooks	33%	38%	41%
Lecture capture	8%	12%	14%
Interact with students	49%	58%	57%
Identify those needing help	19%	32%	27%

Other Teaching Technologies

- Lecture capture
- Adaptive learning



More Information

- Read the survey article:
<http://www.insidehighered.com/news/survey/survey-faculty-attitudes-technology>
- Download the survey report:
http://www.insidehighered.com/download/form.php?width=500&height=550&iframe=true=true&title=Survey%20of%20Faculty%20Attitudes%20on%20Technology&file=IHE_FacultySurvey-final.pdf
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