CONFLICTED: FACULTY AND ONLINE EDUCATION, 2012

Inside Higher Ed Webinar
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Presenters

• Scott Jaschik, editor, Inside Higher Ed
• Joshua Kim, Ph.D., director of learning and technology, Master of Health Care Delivery Science Program at Dartmouth College and author of “Learning and Technology” blog.
• Steve Kolowich, technology reporter, Inside Higher Ed.
• Jeff Seaman, co-director, Babson Survey Research Group
Methodology

• Data collected in May 2012
• Analysis based on responses from representative samples of 4,564 faculty members and 591 academic technology administrators. (All sectors represented.)
• Complete confidentiality
The Context

• A “disruptive” environment with pressure on higher education to cut costs – and a widespread belief that technology is key to doing so.
• Debate over pace of change.
• Debate over “who decides.”
• On some campuses, charges traded: Are administrators selling out? Are professors Luddites?
• University of Virginia as example.
Our ‘Excitement vs. Fear’ Question

- Why we asked.
- Results – predictable *and* surprising.
- Faculty – more skeptical, but not Luddites

![Bar chart showing more excitement than fear about the growth of online education by gender: Faculty and Administrator.](chart.png)
Familiarity Breeds Comfort - I

More excitement than fear about growth of online education - Faculty

- Teach Online + Blended: 60%
- Teach Online: 50%
- Teach Blended: 40%
- Neither: 30%
More excitement than fear about growth of online education - Faculty
Learning Outcomes for Online Education as Compared to Face-to-face Instruction

- **Faculty**
  - Inferior: 10%
  - Somewhat inferior: 20%
  - Same: 30%
  - Somewhat superior: 30%
  - Superior: 20%

- **Chief Academic Officer**
  - Inferior: 10%
  - Somewhat inferior: 20%
  - Same: 30%
  - Somewhat superior: 30%
  - Superior: 20%

- **Academic Technology Administrator**
  - Inferior: 10%
  - Somewhat inferior: 20%
  - Same: 30%
  - Somewhat superior: 30%
  - Superior: 20%
Four-Year vs. Two-Year

Learning Outcomes for Online Education as Compared to Face-to-face Instruction by Institution Type - Faculty

- Inferior
- Somewhat Inferior
- The Same
- Somewhat Superior
- Superior
Familiarity Breeds Comfort - II

Learning Outcomes for Online Education as Compared to Face-to-face Instruction by Online Teaching - Faculty

Teach Online

- Inferior: 10%
- Somewhat inferior: 30%
- Same: 40%
- Somewhat superior: 20%
- Superior: 10%

No

- Inferior: 20%
- Somewhat inferior: 40%
- Same: 70%
- Somewhat superior: 10%
- Superior: 10%
Some Concern on Quality Elsewhere

Online Education at my Institution is of High Quality, but I'm Dubious of Quality Elsewhere - Faculty
Lots of Concern on For-Profits

Concerns About the Quality of Online Instruction Offered by For-Profit Institutions - Faculty

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
Pushing Too Hard?

My Institution is Pushing Too Much Instruction Online - Faculty and Administrators

Faculty

Administrators

0% 5% 10% 15% 20% 25% 30%

Strongly Agree Agree
Key Issue, Differing Views - I

My Institution Has Good Tools in Place to Assess the Quality of Online Instruction - Faculty and Administrators

- Faculty
  - Strongly Agree: 0%
  - Agree: 25%

- Administrators
  - Strongly Agree: 15%
  - Agree: 40%
Key Issue, Differing Views – II

My Institution Has a Fair System of Paying For Online Instruction - Faculty and Administrators

- **Faculty**
  - Strongly Agree: 10%
  - Agree: 20%

- **Administrators**
  - Strongly Agree: 50%
  - Agree: 50%
Rewards - I

My Institution Has a Fair System of Rewarding Contributions Made to Digital Pedagogy - Faculty
Rewards – II

My Institution Respects Teaching With Technology in Tenure and Promotion Decisions - Faculty

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
It’s the Administrators’ Fault

Thoughts on the Growth of Online Education

- Administrator: More Fear than Excitement
- Faculty: More Excitement than Fear
What Should We Do Different?
Online Learning ≠ Money
Online Learning = Investment in Faculty
The Long View of Online Learning
Quality Concerns – but...

Recommended an Online Course to a Student or Advisee - Faculty at Institutions with Online Offerings

Yes

No
Online Teaching Makes a Difference

Recommended an Online Course to a Student or Advisee - Faculty at Institutions with Online Offerings

Teach Online: 80% - 90%
No: 50%
Online Education can be as Effective in Helping Students Learn as In-Person Instruction by Online Teaching - Faculty

Teach Online

No

Strongly Agree  Agree
View of Learning Outcomes

RECOMMENDED AN ONLINE COURSE TO A STUDENT OR ADVISEE - FACULTY AT INSTITUTIONS WITH ONLINE OFFERINGS

- Superior
- The Same
- Inferior
Equipped to Judge “Quality”? 

My Institution Has Good Tools in Place to Assess the Quality of Online Instruction by Online Teaching - Faculty

Teach Online

No

0%  5%  10%  15%  20%  25%  30%  35%  40%

Strongly Agree  Agree
Equipped to Judge “Quality”?

My Institution Has Good Tools in Place to Assess the Quality of... - Faculty

- In-Person Instruction
- Online Instruction

- Strongly Agree
- Agree
• What do we mean by “tools”?
• What do we mean by “good”?
• What do we mean by “quality”?
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