Presenter

Dr. Kristen Betts

- **Public & Private Institutions, certificate, AA to EdD**

- **Director of Online & Blended Learning, Office of Provost Armstrong Atlantic State University, USG**

- **Senior Director eLearning, 90 online programs Founding Director: Online MS & Blended EdD, Faculty Drexel University**

- **15+ years: Senior Administration, Program Director, Associate Clinical Professor, Adjunct Professor, Consultant, Board of Trustees**

Research focus:

- **Program Design, Faculty Development**

- **Student/faculty recruitment, engagement, retention**

- **Online & Blended Education, Non-Traditional Students**

- **"High Touch" – Experiential Learning, Active Learning**

Today's Reality
Economic Crisis: 2007 to Today

The Great Recession, Five Years Later

December 08, 2012   8:00 AM

npr

Economic Crisis: Disruption & Change

Economy

Employment Sector

Affordability/Spending

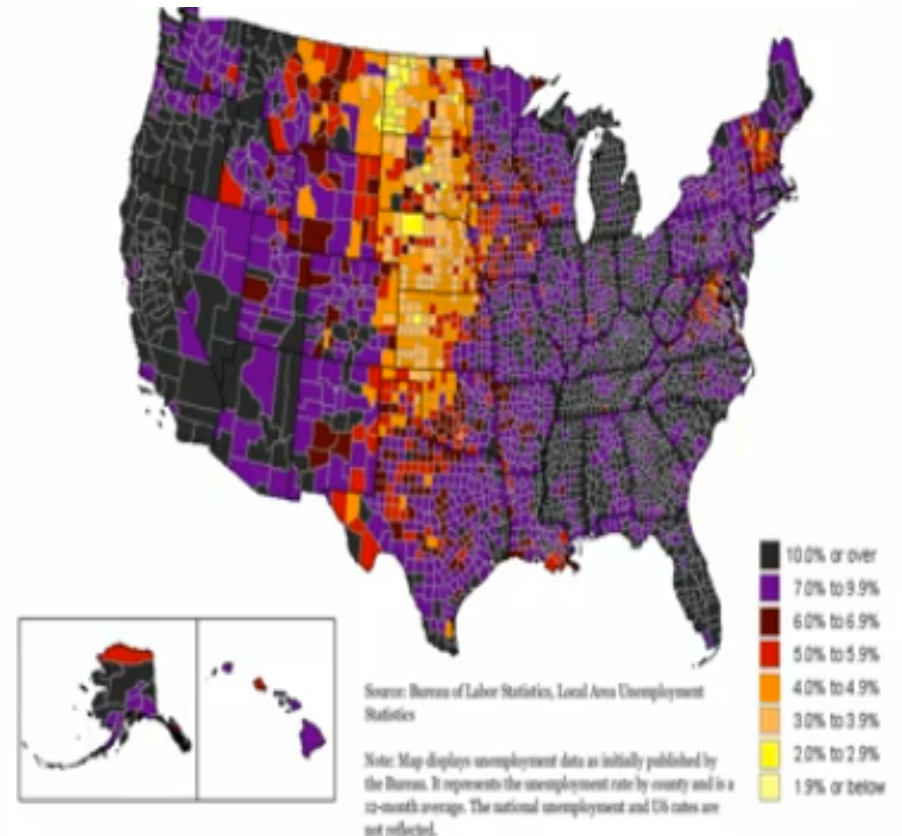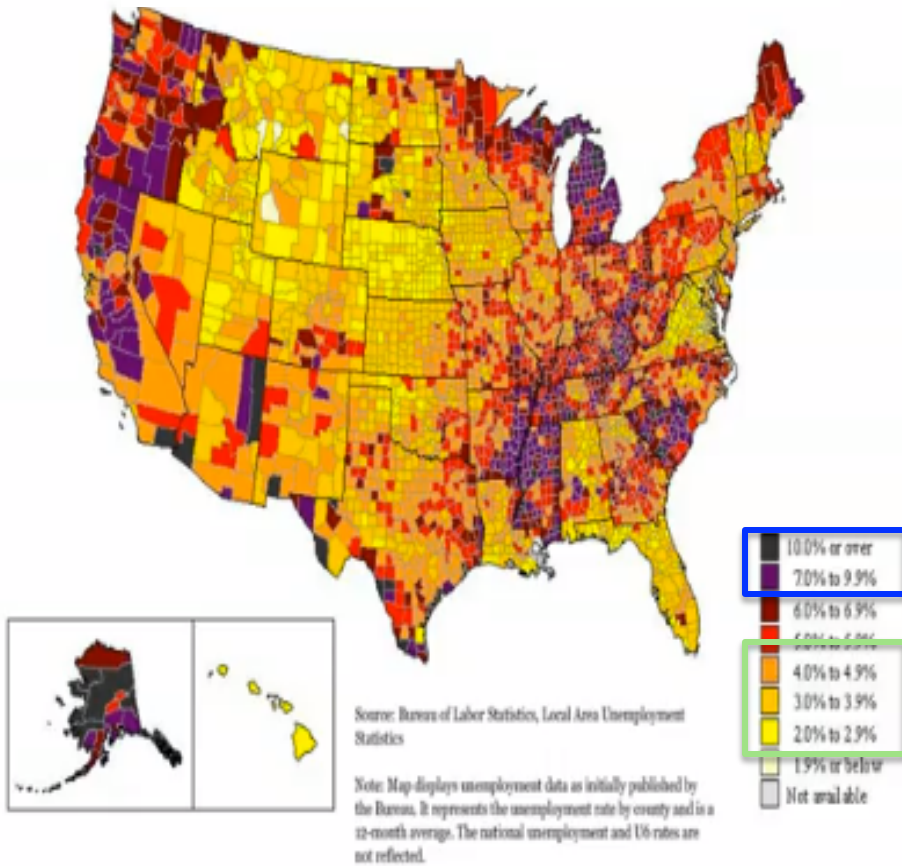**Workforce**

Economy: Debt Today

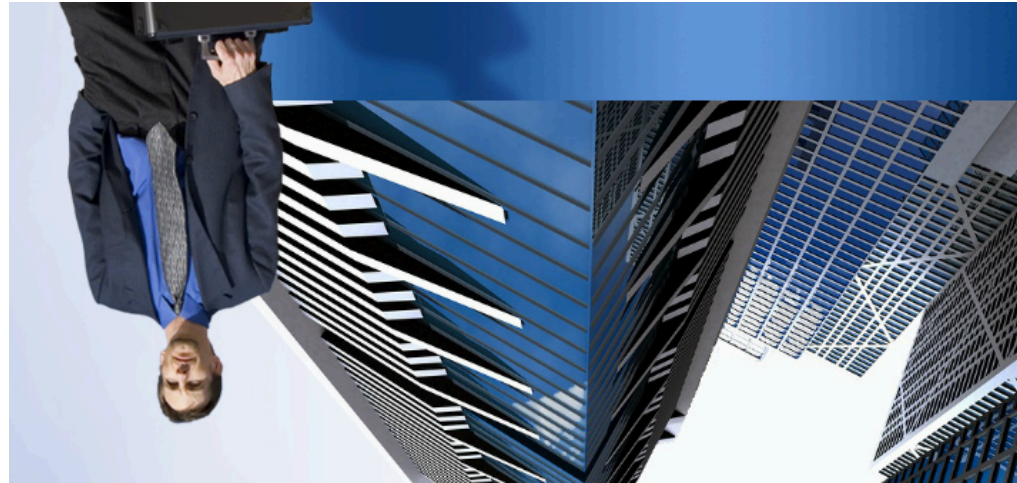- $16,557,678,025,436.45 – February 22, 3013

Unemployment: 4.6% ◆ 10% ◆ 7.9%

Unemployment Rates by County 2007 4.6%

Unemployment Rates by County 2010 9.5%

Paradigm Shift

More High School Students Are Going to College Than Ever Before

FINANCIAL PLANNING

Universities Retool and Boomers Flock Back to Campus

By Dan Kadlec | March 02, 2012 | Add a Comment

GETTY IMAGES

Sources: http://www.good.is/posts/more-high-school-students-are-going-to-college-than-ever-before
http://business.time.com/2012/03/02/universities-retool-and-boomers-flock-back-to-campus/

College Graduates

Workforce Skills Reality Check 2011
Accrediting Council for Independent Colleges and Schools – ACICS
(1,006 professionals who make hiring decisions in various industries in USA)

Hiring Decision-Makers:

- **54%** finding applicants w/ **necessary skills and knowledge** set is **difficult**

- **29%** finding **right applicants** has become **more difficult** over past few years

Workforce Skills Reality Check 2011

By a 9-1 ratio, decision-makers believe that a job applicant's skills and ability are more important than the type of degree they possess.

And, what, in your opinion, is more important…

90%

10%

The type of degree(s) that job applicants have completed

The specific skills and ability that job applicants possess
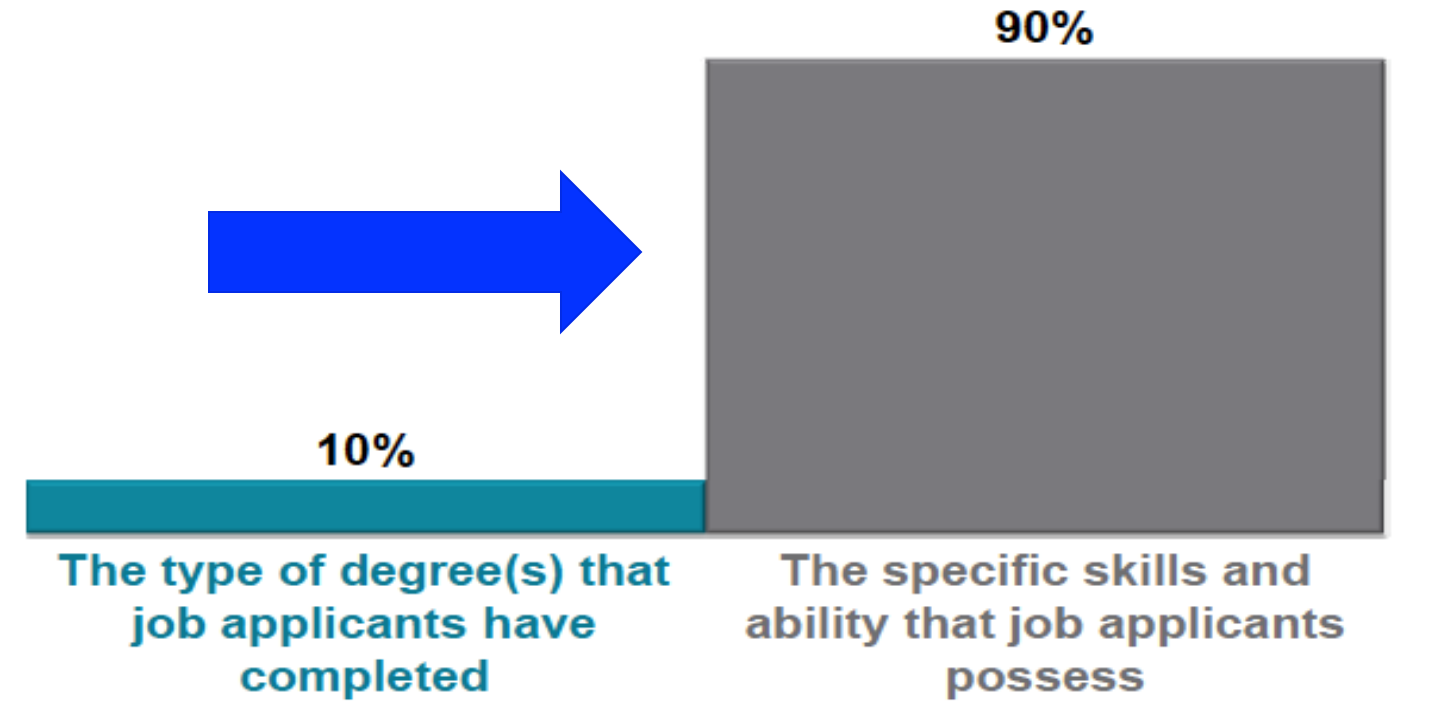
"**49%** of U.S. employers are experiencing <u>**difficulty filling**</u> mission-critical positions within their organizations"

~" *Break the Crisis and Complacency Cycle: Get Ahead of the Global Talent Shortage"* ManPower, May 2012

Source: http://press.manpower.com/press/2012/talent-shortage/

"U.S. firms have **slashed training budgets** despite a global skills shortage."

~ Bill Scheessele, September 2012

Today's Student

Academia

Employers Say College Graduates Lack Job Skills
December 5, 2011, *By Lacey Johnson*

A Lack Of Rigor Leaves Students 'Adrift' In College
by NPR STAFF, 2011

Workforce

Students Lack Basic Research Skills, Study Finds
November 9, 2010, 5:26 pm
By Paige Chapman

Um, Like, Whatever: College Grads Lack Verbal Skills
by Emily Driscoll, Money 101
March 04, 2011, FOXBusiness

Source: http://chronicle.com/section/Home/5

Need for transferable knowledge, skills, and experience

Need for <u>Paradigm Shift</u> w/ Academia

Number of Jobs Held

- Average **11 jobs** from 18 to 44 yrs old*

- Possibly **7 careers** over a lifetime - discussed/debated

*BLS: 1957 to 1964 cohort

"Many of the careers people will have in the
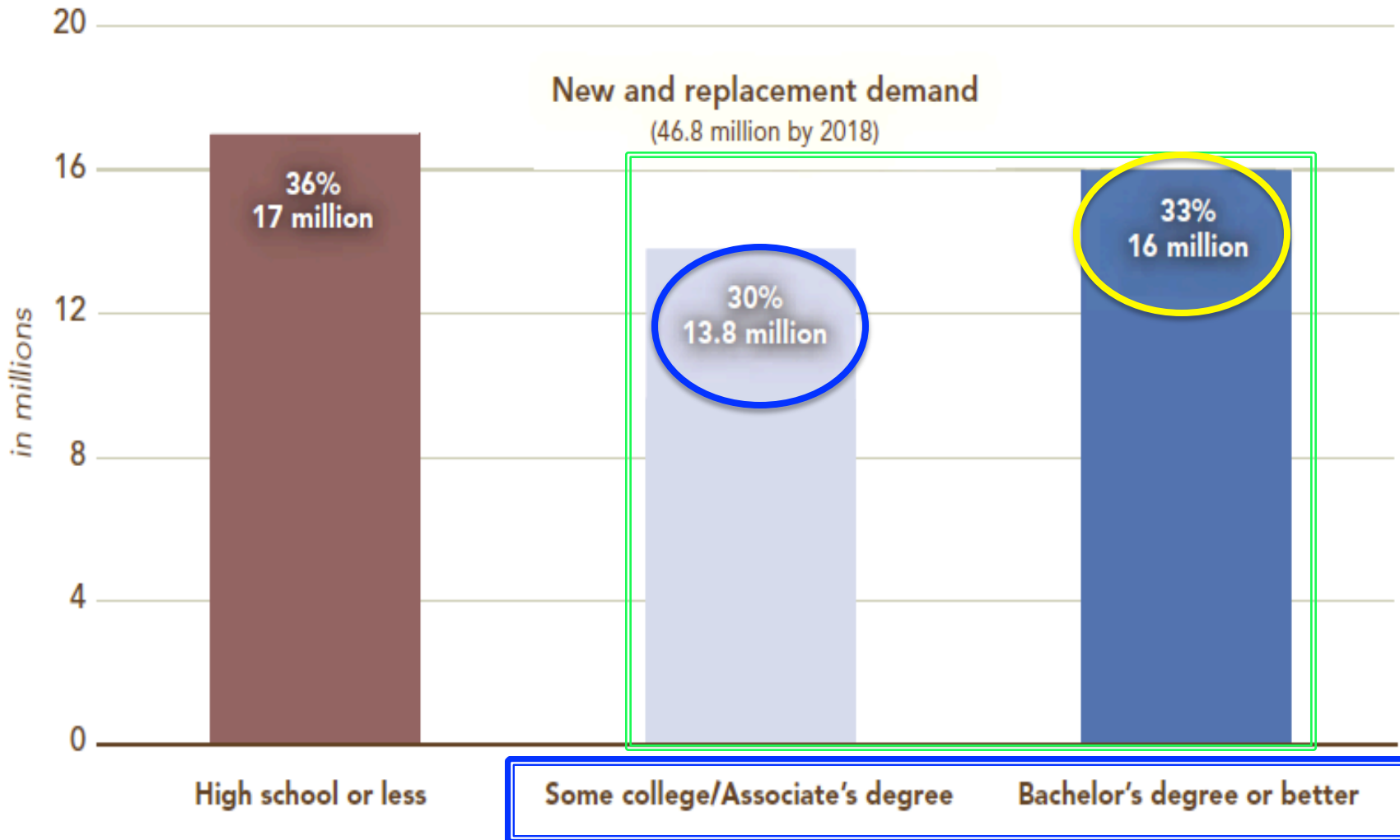**next 10 to 20 years**
are probably ones that people have **never heard of** –
because they will support products and services that
have not been invented yet."

(Safani, 2010)

Sources: http://www.bls.gov/nls/nlsfaqs.htm#anch41
http://online.wsj.com/article/SB10001424052748704206804575468162805877990.html

FIGURE 2.1

By 2018, 63 percent of job openings will require workers with at least some college education.

Source: Center on Education and the Workforce forecasts of educational demand to 2018

New and replacement demand
(46.8 million by 2018)

High school or less — 36% / 17 million

Some college/Associate's degree — 30% / 13.8 million

Bachelor's degree or better — 33% / 16 million

in millions

Center on Education & Workforce, Georgetown University, http://cew.georgetown.edu/JOBS2018/

Educational Attainment: Less Than a Third of Americans Have at Least a Bachelor's Degree
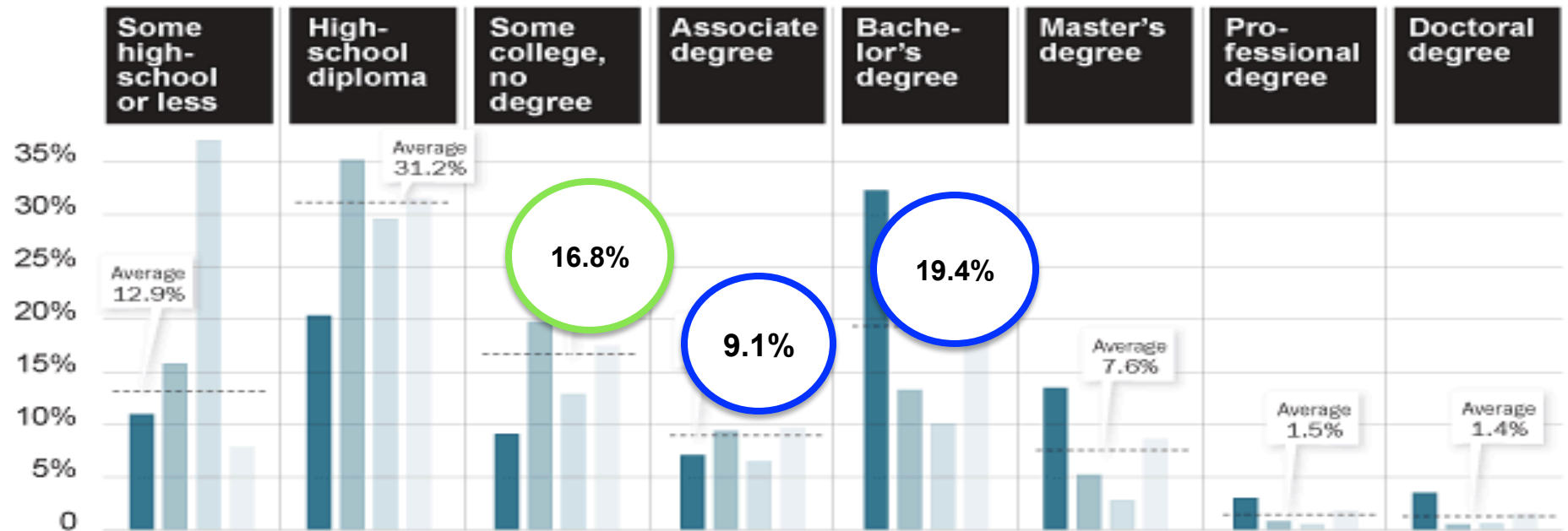
Percentages are lower for members of minority groups.

63%

Highest level of education reached, 2010, people ages 25 and older

Legend: ■ Asian ■ Black ■ Hispanic ■ White

Categories: Some high-school or less | High-school diploma | Some college, no degree | Associate degree | Bachelor's degree | Master's degree | Pro-fessional degree | Doctoral degree

Averages shown: Average 12.9% | Average 31.2% | Average 7.6% | Average 1.5% | Average 1.4%

Callout values: 16.8% 9.1% 19.4%

16.8% +   28.5%   = 45.3%

17

Source: Census Bureau

Complete College Georgia

Georgia's Young Workforce with a Certificate or Degree [fig. 6]

60% Complete College Georgia

250,000 additional graduates

42%

43% Current Path

2012

2020
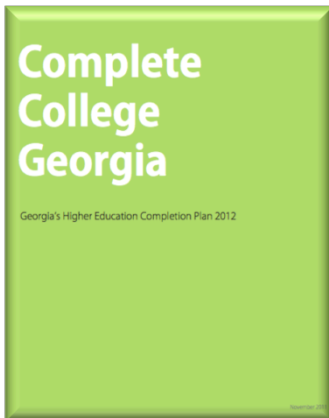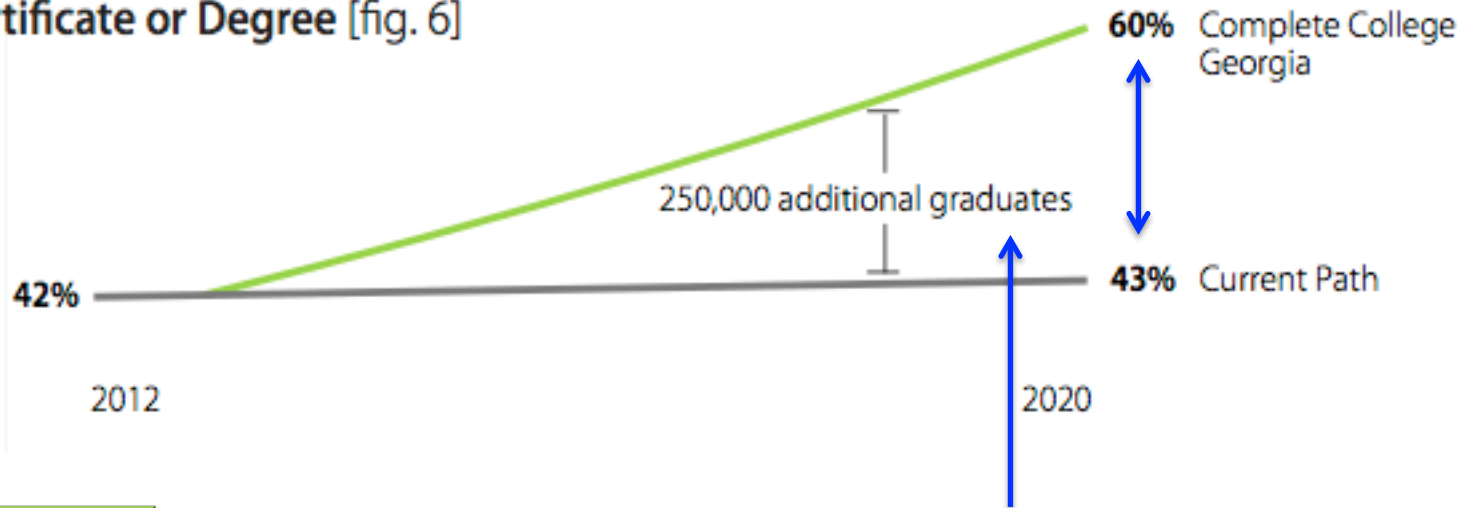
"New Normal"

Banks: traditional, online and satellite

Vendors (Barnes & Noble): traditional, online and satellite

Sustainability = Student / Customer Needs

Today's College Enrollments

Who's a "Typical" College Student
(Hess, 9/28/11)

"Of the **17.6 million undergrads** now enrolled in higher education

43% attend 2-year institutions

37% are enrolled <u>part-time</u>

32% are <u>working full-time</u>
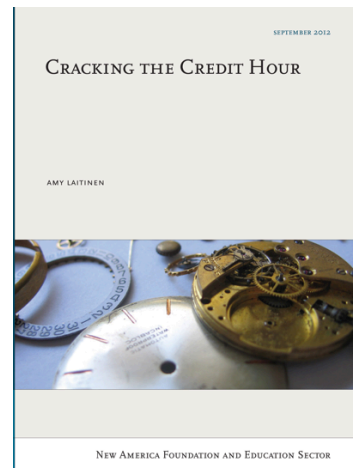
25% are <u>over age of 30</u>"

Only 15% attend 4-year colleges and live on campus

Today's College Enrollments

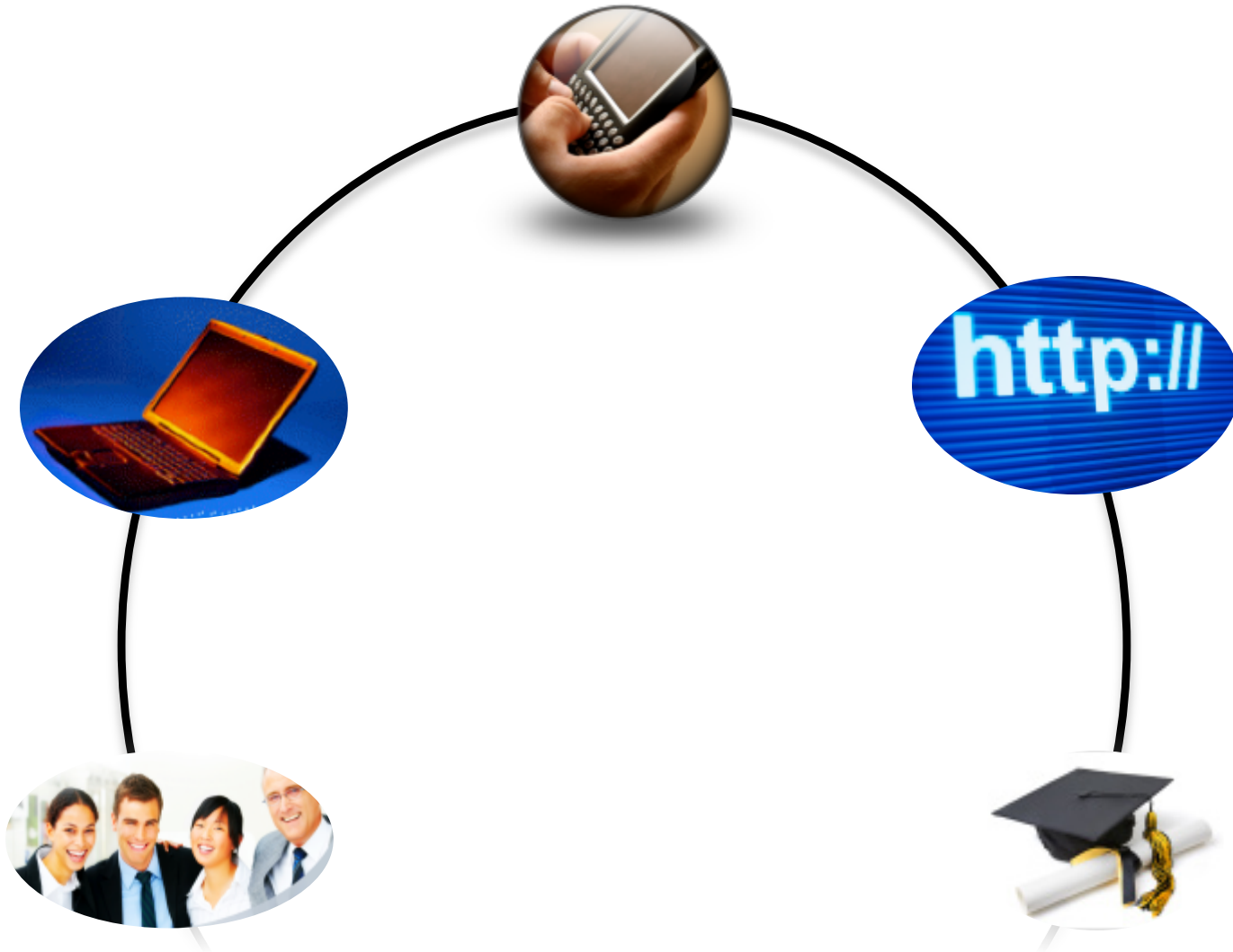ONLY 14% OF ALL UNDERGRADUATES ATTEND FULL TIME AND LIVE ON CAMPUS.

Global Population Data

"Nearly **two-thirds** of Americans between the ages of **45 and 60** say they plan to <u>delay retirement</u>."

~ Americans Rip Up Retirement Plans
January 31, 2013

2000
605 million people 60 yrs+

2050
Approximately 2 billion 60 yrs+
&
Seniors will outnumber children 14 and under

~ World Health Organization

"For Philosophers, Dead is the New 90"
(CoHE, 2009)

Source : http://online.wsj.com/article/SB10001424127887323926104578276241741448064.html
http://www.who.int/ageing/en/
http://chronicle.com/article/For-Philosophers-Dead-Is-the/20765

Online & Blended Education
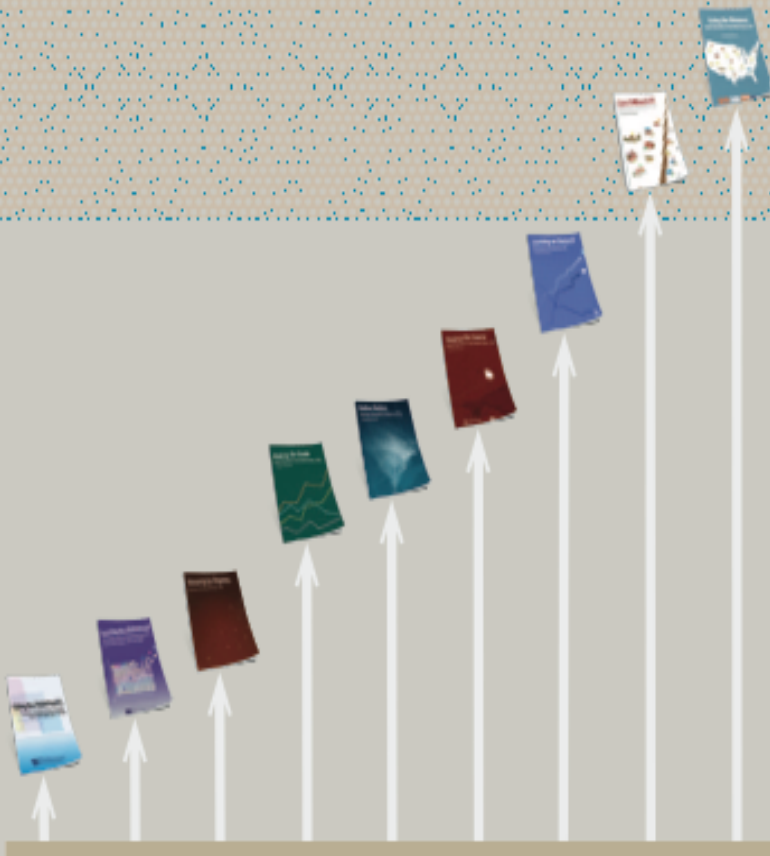
Online Education

- **1.6 million students** taking at least one online course in fall 2002

- **6.7** million students at least one online course in fall 2012

- **32.0%** proportion of all students in taking at least one online course
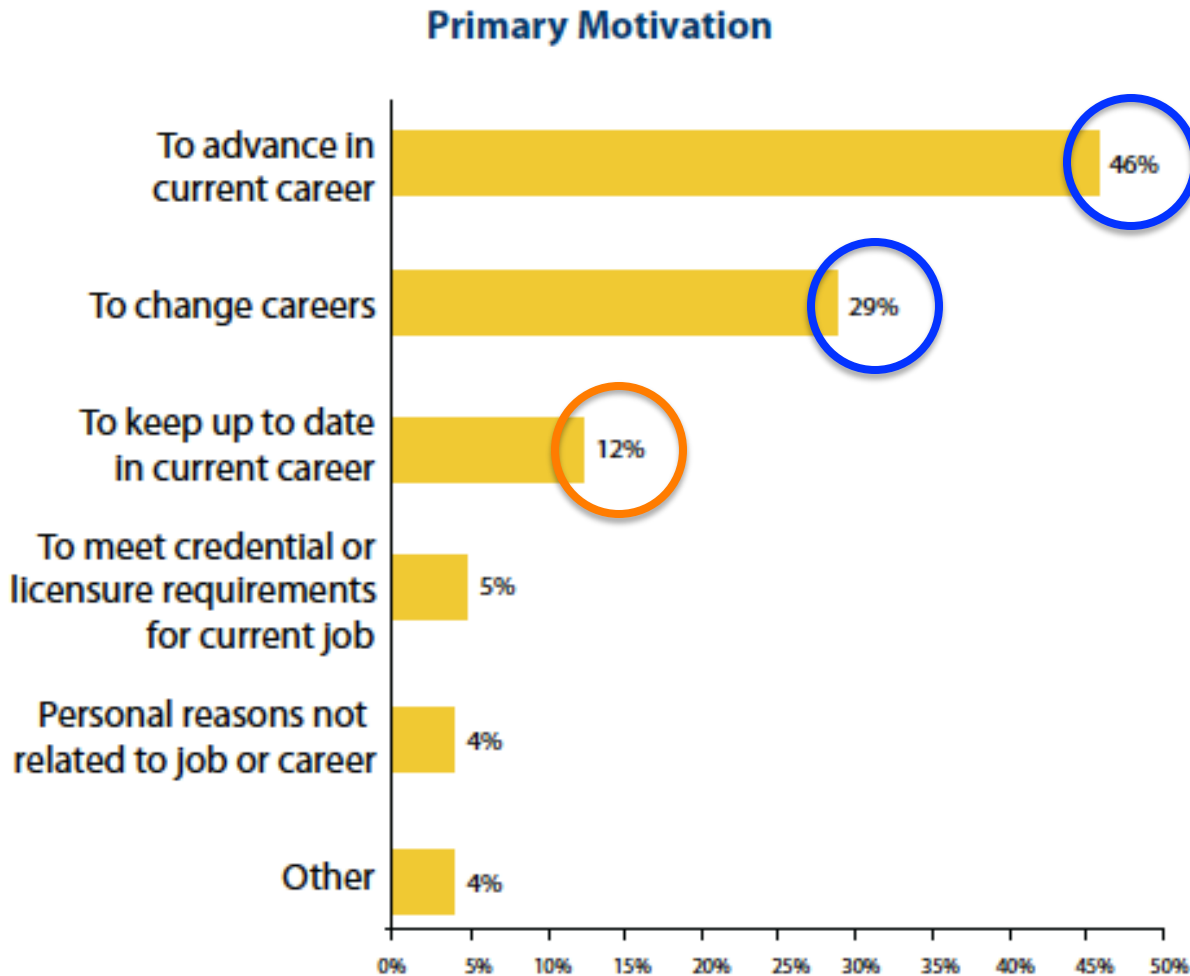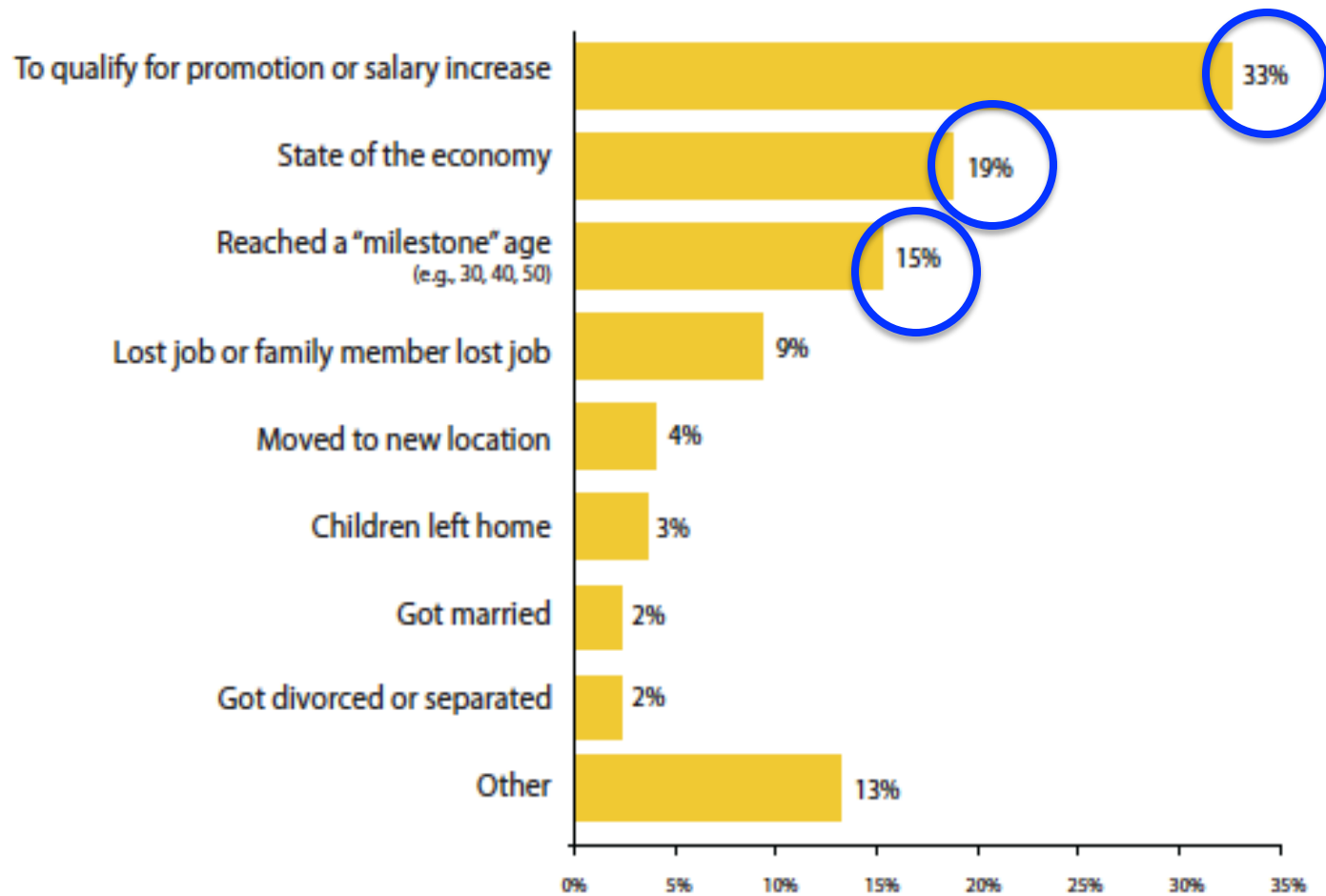
National Report:

- 1,500 Online Students

- Top Online Programs

- Reasons for Pursing Online

- Challenges

- **Opportunities**

More than 90% of online students said their primary motivation for returning to school involved their careers. Most often they desired to advance in their careers, and next to change their careers. Undergraduate students more often desired to change careers, whereas graduate students more often sought advancement in their careers.

Primary Motivation

Motivation	Percentage
To advance in current career	46%
To change careers	29%
To keep up to date in current career	12%
To meet credential or licensure requirements for current job	5%
Personal reasons not related to job or career	4%
Other	4%

Key Trigger Events

Trigger Event	Percentage
To qualify for promotion or salary increase	33%
State of the economy	19%
Reached a "milestone" age (e.g., 30, 40, 50)	15%
Lost job or family member lost job	9%
Moved to new location	4%
Children left home	3%
Got married	2%
Got divorced or separated	2%
Other	13%

- About **80%** of online students live within <u>100 miles</u> of a campus/service center of the institution they attend

- A large majority live within <u>50 miles</u>

- Online students seriously consider **physical location** when selecting an institution

Resources

Iceberg: Online & Blended Education

Accreditation, Compliance

Program Integrity Rules

Credit Hour Policy & AIE

State Authorization

Accessibility, Section 508

LMS, Bandwidth

Quality

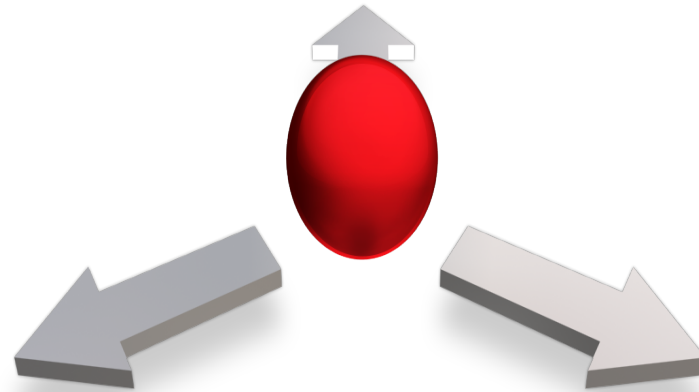Student Engagement

Student Support Services

Faculty, Training, Support

Marketing

Note: This is the short list

Coopetition

Cooperative   +   Competition

" cooperative competition; practice where competitors work with each other on project-to-project, joint venture, or co-marketing basis"

- eCore

- INGRESS

- Adult Learning Consortium

- Digital Innovations Group

- Faculty Development

- Accessibility, 508 Compliance

- Collaborative Pricing

- Network: Research & Grants

Institution vs. System

Institution

System

Transient, Transfer Credit

Step 1:
Identify Courses Needed

1

2

Step 3:
Complete Paperwork

3

Step 2:
Identify Potential Institutions

4

Step 5:
Follow Up with Institution

5

Step 4:
Take Course

eCore & INGRESS

Transition 1:
Enroll in course

Transition 2:
Take Course

Transition 3:
Continue with Studies
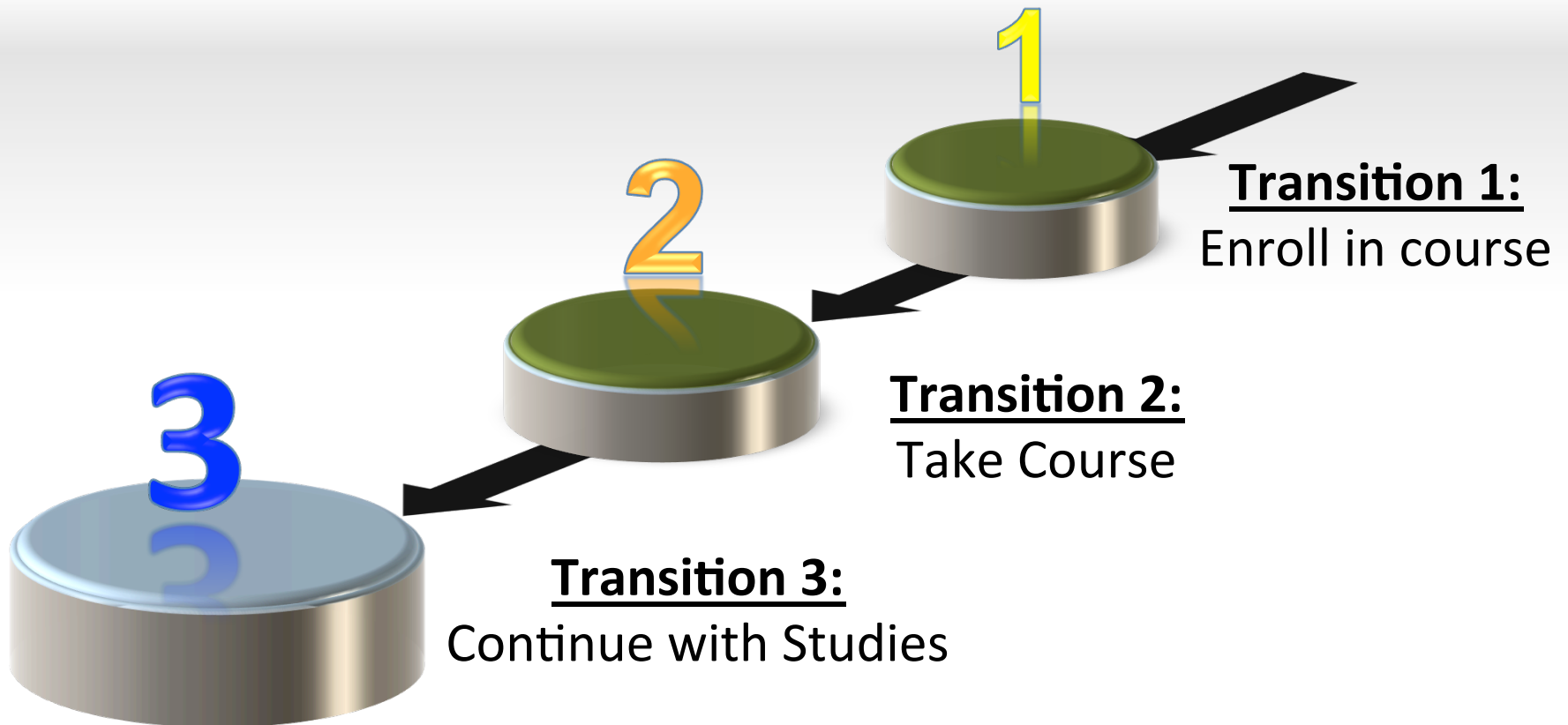
*Pilot eCore permissions only

~ Re-Discover ~

eCore

INGRESS

Adult Learning Consortium

University System of Georgia
Creating A More Educated Georgia
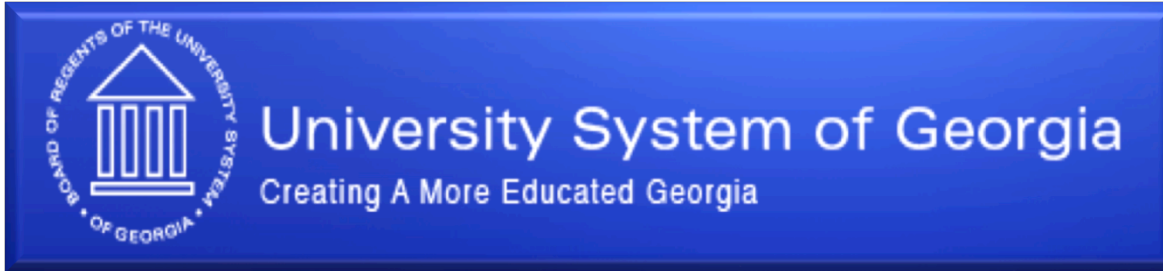
Institutionally & Collaboratively

Abraham Baldwin Agricultural College
Albany State University
Armstrong Atlantic State University
Atlanta Metropolitan State College
Bainbridge State College
Clayton State University
College of Coastal Georgia
Columbus State University
Dalton State College
Darton State College
East Georgia State College
Fort Valley State University
Georgia College & State University
Georgia Gwinnett College
Georgia Highlands College
Georgia Institute of Technology
Georgia Perimeter College
Georgia Regents University
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Gordon State College
Kennesaw State University
Middle Georgia State College
Savannah State University
Skidaway Institute of Oceanography
South Georgia State College
Southern Polytechnic State University
University of Georgia
University of North Georgia
University of West Georgia
Valdosta State University

Stackable Credentials

- Define Student Market**S**

- Strategic, Targeted

- Certificate & Degree Programs

- Flexible educational continuum:
  On campus, online and blended

Stackable Programs

Doctoral

MBA, Master's

Bachelor's

Associate's

Certificate: Multi-Entry Pts

SACS Accreditation

Curriculum and Instruction (Distance Education)

- The **faculty assumes** <u>responsibility for and exercises oversight</u> of distance education, ensuring <u>both</u> the **rigor of programs and the quality of instruction**

- **Faculty who teach** in distance and correspondence education programs and courses <u>receive appropriate training</u>.

- Programs and courses provide for <u>timely and appropriate interaction</u> between students and faculty and among students.

SACS Policies – January 2012:
<u>http://www.sacscoc.org/pdf/distance%20and%20correspondence%20policy%20final.pdf</u> (Jan. 2012)

Title IV Funding & Defining the Credit Hour

What is the <u>new definition</u> of "credit hour"?

Under the **new definition, "credit hour" means** "an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an **<u>institutionally established equivalency</u>** that reasonably approximates not less than:

1.One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, **or the equivalent amount of work** over a different amount of time; or

2. At least an **equivalent amount of work** as required in paragraph (1) of this definition for other **academic activities** as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. [6]

Source: http://www.nacua.org/nacualert/docs/ProgramIntegrityII/FN6.asp

Title IV Funding & Defining the Credit Hour

Does the new credit hour definition apply to <u>asynchronous online courses</u>?

The new credit hour definition **applies to <u>all courses and programs</u> for purposes of Title IV**. ED has emphasized that it intends the credit hour definition to be flexible and not to require seat time. [11]

http://www.nacua.org/nacualert/docs/ProgramIntegrityII/FN11.asp

Immaculata University
Alternative Instructional Equivalencies (AIEs)*

Instructional Activity	Description of Instructional Activity	Rate of Equivalency	UNDG	GRAD
Active learning strategies	With instructor facilitation, students (in small groups/pairs) engage in cohort-based, professionally-focused learning, examining concepts via professional experience. Facilitators lead students in evaluating course concepts/objectives in light of experience, enhancing the depth and breadth of content by intensely- focused group activities in class.	1 active learning strategy = ½ hour instruction (applicable to ACCEL® or CGS cohort-based programs)	X	X
Blogs, journals, logs	Instructor guides students in applying learned concepts or reflect on learning experiences; learned concepts to be shared with instructor and/or classmates for thoughtful analysis, feedback and assessment.	1 private post = ½ hour instruction 1 shared post (incl. reading all classmates' posts) =1 hour instruction	X	X
Case studies & problem solving scenarios	Instructor leads students in performing In-depth analysis utilizing higher order analytical skills, which relate to course objectives. Analysis is shared with instructor and/or classmates for feedback and assessment.	1 case study analysis & post = 1-2 hours instruction	X	
		1 case study analysis & post = 2 -3 hours instruction		X
Chat rooms for class or group projects	Instructor directs students in collaborative, synchronous discussion with specific expectations for participation and feedback. (Chats are retained within course for further review.)	1 hour chat = 1 hour instruction	X	X
Conferences (group)	Under instructor's guidance, students participate in collaborative, synchronous learning with specific expectations for participation & feedback (including required exam reviews). When possible, calls or online meetings will be recorded for review.	½ hour conference = ½ hour instruction	X	X
Conferences (In-depth individual)	Instructor engages students in collaborative, one-to-one synchronous learning experience; student will need to submit materials for prior review and meet specific participation & feedback expectations. (When possible, calls/online meetings will be recorded for review)	20 minute conference = 1 hour instruction (based on IU practice for independent studies)	X	X
Discussion board	Instructor guides/ mediates threaded discussion, engaging learners with content that directly relates to course objectives and which has specified timeframes, expectations for participation, and thoughtful analysis.	Initial post – min. 250 words (requires reading all posts) = ½ hour instruction 1 post/reply (requires reading all posts and responding to minimum of 3) = 1 hour instruction; must meet specified criteria Equivalencies may vary further based on specific course expectations/content	X	
		2 posts (requires reading all posts and responding to a minimum of 2) = 2 hours instruction Posts may require citation, which would impact rate of equivalency.		X
Field trips or tours (includes virtual tours)	Instructor provides leadership as students (individuals or in groups) analyze an activity and prepare a paper or presentation, to be shared in whole or in part with instructor and/or classmates.	Instructor-led 1 hour tour = 1 hour instruction Student(s) without instructor: 1 hour tour + reflection paper = 1 hour instruction	X	X
	Instructors lead students in summative individual project with specific			

Instructional Activity	Description of Instructional Activity	Rate of Equivalency	UNDG	GRAD
In-Class instruction, presentations & tests	Instructors provide students with instruction, including presentations and complete tests, in live classroom setting.	1 hour = 1 hour instruction	X	X
Instructional CDs, Power Points, videos	Instructor-mediated content is made available in an alternative delivery format for students to view/interact with in order to expand upon and clarify course concepts and objectives.	Student reviews and posts response to 1 unit of content = 1 hour instruction	X	X
Learning Teams/ Group project	Instructors engage students in a mediated, culminating activity with specific learning objectives. With faculty guidance, students collaborate via e-mail, chat rooms, discussion boards, and/or face-to-face contact to research and then analyze, synthesize, and prepare project with instructor receiving periodic updates and providing guidance to group.	1 hour of instruction per week for duration of project	X	X
Lecture activity - video, written or audio	In response to direction from instructor, students develop questions, comments, or observations, to be shared with classmates and instructor through discussion boards or participation in chat rooms.	Student reviews 1 lecture & posts response = 1 hour instruction	X	X
Library research	Instructor guides students through in-depth research of scholarly articles or professional journals that relate to course objectives; results of research to be shared with class in a designated manner.	1 five (5) page project = 1 hour instruction	X	
		1 three-five (3-5) page paper = 1-2 hours instruction		X
Modeling	Under instructor guidance, students compute, analyze, and/or interpret data and/or generate appropriate visual aids (using tools like Excel, SPSS, etc.).	Student completes data analysis for one unit of study post = ½ hour instruction. Detailed evaluative response to class on assessment from instructor post = ½ hour instruction	X	
		Student completes data analysis for one unit of study post = 1 hour instruction. Detailed evaluative response to class on assessment from instructor post = 1 hour instruction		X
Online quizzes	Instructor creates quiz through which students demonstrate subject knowledge; provides faculty with feedback on students' progress (formative or summative quizzes)	1 hour test = 1 hour of instruction (cannot include final exam)	X	X
Peer Review/ assessment	Employing instructor-designated criteria, students evaluate each other's work.	Student review of peer assessment and follow up response post/email to student/teacher = 0.5-2 hours of instruction	X	X
Portfolio Preparation	Instructors guide learners through compilation, evaluation, and production of learning portfolios prepared according to course /program rubrics and aligned with specific learning outcomes.	Portfolio conferencing with final presentation of completed portfolio = 1 instructional hour, or equivalent to length of the exercise.	X	X
Reflection paper or article review (continued...❶)	In an instructor-guided activity, students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals. (continued...❶)	1 private post = ½ hour instruction. 1 shared post (required to read all classmates' posts) = 1 hour instruction. Posts may require citations, which would impact rate of equivalency.	X	

Instructional Activity	Description of Instructional Activity	Rate of Equivalency	UNDG	GRAD
Reflection paper or article review	In an instructor-guided activity, students apply learned concepts to personal experiences or apply higher order analytic skills in assessing scholarly articles or professional journals.	1 private post = ½ hour instruction 2 shared posts (required to read all classmates' posts) = 1.5-2 hours instruction Posts may require citations, which would impact equivalency rate.		X
Service-learning project	Instructor leads students in completion of service project with specific learning objectives that integrates community service with academic study; faculty provides guidance, support, and feedback to students; student shares experience and reflection with class-mates via emails, chats, discussion boards, and/or face-to-face.	1 hour of instruction per week for duration of project	X	
Virtual Laboratory and Lab Reports	Instructor provides students with computer-simulation or online laboratories in blended lab-based courses or in order to replace missed laboratories. Instructors require students to submit, share or post lab reports produced and assess work according to course rubric.	1 hour of virtual laboratory = 1 instructional hour, or equivalent to length of the exercise I lab report post and review and respond to classmates posts = ½ hour instruction	X	
Web-conferencing	Instructor engages students in desktop to desktop or classroom video streaming instruction for collaborative, synchronous learning with specific expectations for participation and feedback. (i.e. Wimba, Skype, GoToMeeting)	1 hour webinar = 1 hour instruction	X	X
Web-Quest (Internet research)	Under instructor guidance, students research information via Internet that enhances learning and addresses specific course outcomes; findings shared with the instructor and classmates.	1 in-depth post = 1 hour instruction	X	X
Workplace Integration	Guided by course instructor, cohort students engaged in a structured, professional program make intentional application of classroom knowledge within the workplace and evaluate that experience in conjunction with instructor and cohort members.	A maximum of 2 hours per week	X	X

PLEASE NOTE: **14 hours per credit** of instruction must be provided in every course to meet PDE requirements (42 hours for a 3 credit course).

Re-examine Online Education & Curricula

- Active Learning

- Authentic Assessment

- Student Generated Content

- Measurable Outcomes – Backward Design w/ Placement

- Address Instructional Equivalency

- Begin with Professional Development

- Program, Course Review – Alignment: Regulations/Placement

Importance of the
Learning Management System &
Professional Development

Example of A Recent Federal Audit

Distance Education vs. Correspondence

Saint Mary-of-the-Woods Told to Repay $42 Million

April 4, 2012: The U.S. Education Department has told Saint Mary-of-the-Woods College, in Indiana, to **repay $42 million in grant and loans funds** that the agency says the college was not eligible to award. The department said that the college classified many students as being in **telecommunications courses** when their proper category was **correspondence courses**. The aid and loan funds provided are not permitted at institutions with a large share of students in correspondence courses.

According to 34 C.F.R. § 600.2, a telecommunications course is—**(US Dept. of Education)**

A course **offered principally through the use of one or a combination of technologies** including television, audio, or computer transmission through open broadcast, closed circuit, cable, microwave, or satellite; audio conferencing; computer conferencing; or video cassettes or discs to deliver instruction to students who are separated from the instructor and **to support regular and substantive interaction between these students and the instructor**, either synchronously or asynchronously. The term does not include a course that is delivered using video cassettes or disc recordings unless that course is delivered to students physically attending classes at the institution providing the course during the same award year. **If the course does not qualify as a telecommunications course, it is considered to be a correspondence course.** [Emphasis added]

*Pearson, McGraw Hill

FINDING NO. 1 – The College Was Not Eligible to Participate in the Title IV Programs

Our analysis of the sample of courses disclosed that none of the eight online courses' syllabi described any mandatory or regular and substantive interaction between students and instructors. All eight syllabi described reading and homework assignments and had suggested schedules for completing the work. The College's online learning management system had features available for posting videos, holding meetings, hosting chat rooms, posting to discussion forums, submitting assignments, returning graded assignments to students, and providing grades. However, the content documented in the College's online learning management system showed that the interactive features of the system were not required for the WED courses. Students could post to discussion forums or chat rooms if they wanted, but the postings were student driven and not required. In addition, students' grades were not affected if the students did not use these features. The College's online learning management system was used to post the syllabus and assignments, submit and return assignments, and provide grades to students. We did not find any evidence that instructors used the interactive features available in the College's online learning management system or delivered instruction for the eight WED courses through its online learning management system.

Armstrong :
- Customizable eClassroom w/ examples of best practices
- Teaching Fellows Program for Online & Blended Learning
- eLearning Faculty Status (fully online, partially online and hybrid instructors)

Section 508 Compliance

- **Section 508** requires that federal agencies' electronic and information technology is <u>accessible</u> to people with disabilities. http://www.section508.gov/

  - **USG Presentation: Section 508 Compliance with Janet Sylvia**

    "The Board of Regents of University System of Georgia has determined that institutions under the BOR fall within the scope of Section 508."

    ~ Fall 2011

Armstrong – Built into Faculty Development:

- Required 508 training, part of all training

- Set faculty Word defaults (computer/laptops)

Need to Re-examine Curricula

Students are usually consumers of content; they are presented material which has been developed by others (teachers, vendors, instructional designers or other professional developers), and they are expected to demonstrate that they have absorbed the content in some way. (Sener, 2009)

Neuroscience & Learning: Neuroplasticity

MedicineNet.com
We Bring Doctors' Knowledge to You

The brain's ability to reorganize itself by forming new neural connections throughout life

Learning take place:

- positive, secure environment

- social/emotional, personal connection

- students want to succeed / brain does not handle failure well

The neuroscience of social, emotional and academic learning

Richard J. Davidson
W.M. Keck Laboratory for Functional Brain Imaging and Behavior, Waisman Center and Laboratory for Affective Neuroscience
Departments of Psychology and Psychiatry
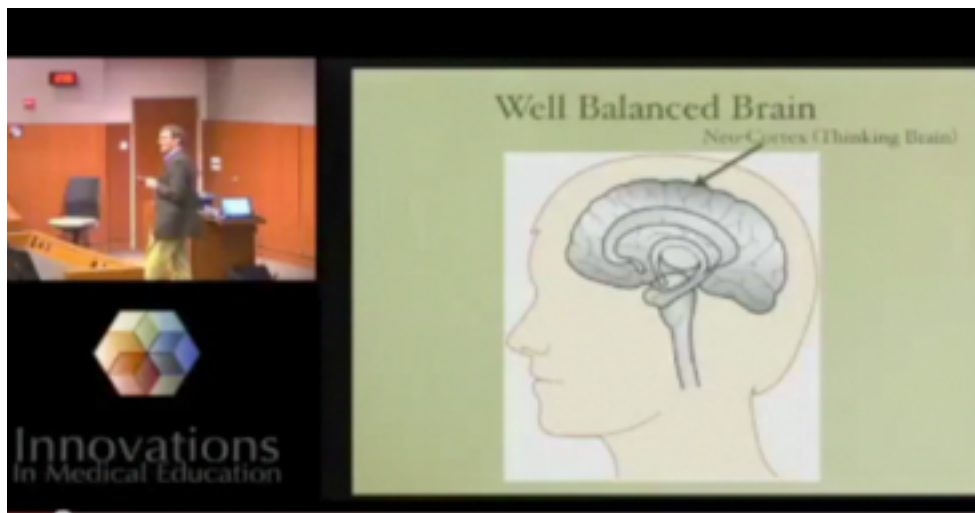University of Wisconsin-Madison

Collaborative for Academic, Social, and Emotional Learning
www.CASEL.org

UIC

Edutopia: What W

edutopia

Social, Emotional & Academic Learning

Well Balanced Brain

Technology & Learning

Social, Emotional & Academic Learning

U of Cincinnati UC Forward - 2011

Authentic Assessment

Authentic assessment is any type of assessment that requires students to demonstrate skills and competencies that realistically represent problems and situations likely to be encountered in daily life.

Students are required to produce ideas, to integrate knowledge, and to complete tasks that have real-world applications.

Authentic Assessment

Preparing higher education students for:

a) career placement, transition, advancement, or

b) advanced studies

Quinary Career Development Model

United States, Australia, South Africa & Sweden

Informal & Collaborative Learning

Consistent with this trend, many organizations recognize the simple **70-20-10** rule:

70% of learning occurs informally and on the job;

20% of learning occurs through observation of others;

10% of learning occurs through formal training.

10%
Formal

20%
Observation

70%
Informal/On the job Training

Source: (EXCELLENT Resource)
http://dcb9maxnxelio.cloudfront.net/wp-content/uploads/2012/06/The-Neuroscience-of-Learning-Development.pdf

Backward Design Stages

Action steps to refocus the conversation and re-vision an ELA program.

Stage 1: Identify Desired Results

What "enduring" understandings are desired?

What should students know, understand, and be able to do?

What is worth understanding?

➡

__Set the vision. Focus on the big ideas.
__Create a shared vision.
__Departmental activities to focus on:
    __Enduring Understandings
    __Standards (national, state, district)
    __Essential Questions

Stage 2: Determine Acceptable
Evidence of Learning

How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?
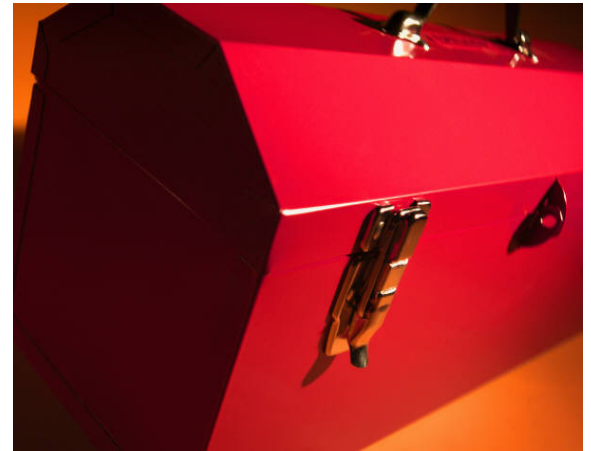
➡

__Determine how students demonstrate their knowledge.
__Focus on assessment before designing the learning activities.
__Expand the assessment continuum.

Stage 3: Design Learning Experiences
& Instruction

➡

__Plan instructional activities.
__Share best practice.
__Build in collaboration.
__Ensure success for all learners.

Source: http://www.arps.org/users/ms/coaches/backward%20design%20101.htm

Verb Wheel Based on Bloom's Taxonomy

Domain

Appropriate verbs

Student products

Knowledge
Draw, Identify, Locate, Select, Label, Outline, Write, List, Recite, Name, State, Record, Repeat

Student products: People, Events, Recordings, Dictionary, Television shows, Definition, Text reading, Magazine articles

Comprehension
Confirm, Explain, Convert, Infer, Relate, Match, Discuss, Describe, Estimate, Paraphrase, Predict

Student products: Analogy, Graph, Speech, Collage, Drama, Poster, Story, Summary, Outline, Photograph, Tape recording, Cartoon, Diagram

Application
Apply, Modify, Build, Construct, Solve, Report, Sketch, Produce

Student products: Diagram, Sculpture, Photograph, Forecast, Illustration, List, Project, Puzzle, Cartoon, Filmstrip

Analysis
Analyze, Sort, Categorize, Investigate, Compare, Debate, Differentiate, Examine

Student products: Survey, Syllogism, Model, Conclusion, Graph, Argument broken down, Questionnaire, Report

Synthesis
Combine, Compose, Design, Generate, Invent, Plan, Formulate, Originate, Devise, Revise, Hypothesize

Student products: Poem, Play, Article, Book, Report, Story, Invention, Cartoon, Experiment, Song, Game, Set of rules, principles, or standards

Evaluation
Solve, Critique, Criticize, Appraise, Assess, Conclude, Justify, Judge

Student products: Editorial, Conclusion, Valuing, Self-evaluation, Group discussion, Recommendation, Court trial, Survey

Opportunity to Development
New Paradigm in Online Education

Transforming

Teaching, Learning & Assessment…..

……..One Course At A Time

Backwards Design

Master of Science in Higher Education - Drexel University

Graduates are recognized as excellent:

- Communicators – oral and written
- Analytical problem solvers
- Researchers – mixed methods
- Data driven decision-makers
- Leaders (lead / serve on teams)
- Project managers
- Strategic planners
- Evaluators
- *Expertise* – technology and specialized area / concentration

EDHE 606:
Higher Education Career Development

Before:

1. Live group presentation on assigned HR topic

2. Mid-term

3. Professional development plan to become a president or senior administrator

4. ePorfolio based on current materials

5. Discussion Boards: Course Expectations, Career Goals, Current/Emerging Trends, Resource Websites, Read Article & Reply to Classmate

EDHE 606:
Higher Education Career Development

After:

1. **Self-Assessments**

2. **Inventory: Professional Development Plan**

3. **Ethics Simulation**

4. **Application for Next Career Step**

5. **"Live" interview with Search Committee**

6. **Reflective Assignments**

7. **Discussion Boards: Discussions, Debates, Peer Review, Private Post/Reflection (group/individual)**

After: Reflective Assignments

Emotional Intelligences

PDPlan

Key Learning Points Weeks 5 & 10

Reflective Final Paper
Professional development over 10 weeks
&
Reflection on watching archived interview

After: Gaming

Ethic Lens Inventory & Two Ethics Scenarios

www.ethicsgame.com

Note: Add in as "book"

From: Rian Brown

To: Test

Avoiding an Orange Jumpsuit

The reason for putting you through this drill is to make sure that you never have to wear an orange jumpsuit because of an action you took as an employee of G-BioSport. So, here's the bottom line . . .

You chose the following option:

> Tell Gayle you will maintain confidentiality. If she discloses harassment, talk with Bill. If he is sending the roses, ask him to stop. If not, begin a formal reporting process.

On a scale of 0 to 5, from low to high risk, your decision rates a **5**. It represents very high risk.

- This is the worst of all worlds and the chances of resolving this problem or preventing future problems are slim.
- Unless Gayle discloses something unexpected, you are contemplating breaking your promise to her.
- If you do not begin a formal reporting process, you are also breaking your word to the company and creating liability.
- If Bill is the source of the problem, you are also not giving him the opportunity the Company Handbook provides to defend himself.

Settled Law

Hostile Work Environment vs. Quid Pro Quo: Sexual Harassment falls into two broad legal categories:

1. Quid Pro Quo - literally means 'this for that' and refers to sexual harassment in which the employee is required to gratify a superior's sexual wishes as a condition of continued employment, favorable review or promotion.

2. Hostile Work Environment - a much broader category in which 'unwelcome comments or conduct based on sex, race or other legally protected characteristics unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.' (http://www.fcc.gov/owd/understanding-harassment.html) Anyone in that environment could have a legal claim, not solely the person who is the direct recipient of the "unwelcome comment or conduct.

After: Sociodrama
(Group Assignment)

VP of Human Resources & Colleagues
Power Point Presentation Board of Trustees

- **One group member VP of HR w/ two Associate VPs**

- **President requests presentation to identify "top" HR issue that should be on the institution's radar screen**

- **Presentation to Board of Trustees, must record in Wimba in case there is not enough time to present live**

Background & Reference Checks:
The Problems That May Arise

Report to the Board of Trustees
of Drexel University

Valdijah Ambrose-Watson

James Reese

Archive Navigation

Duration: 09:45

Archive Start		00:00
FREEHAND		00:00
WIPE		00:26
Background Checks - Purpose		00:26
Background Checks - Problems		01:36
Time Marker +02:00		03:36
Background Checks - Resolutions		03:39
(no title)		04:40
(no title)		04:51
(no title)		06:35
(no title)		08:00
References		09:38
Archive End		09:45

0:00:03 -- 0:09:45   Options

Exit - Lobby - Help

Connecting to server...
You have connected successfully!

You have entered 'Presentation: Background and Reference Checking - 05/14/2009 23:16'.
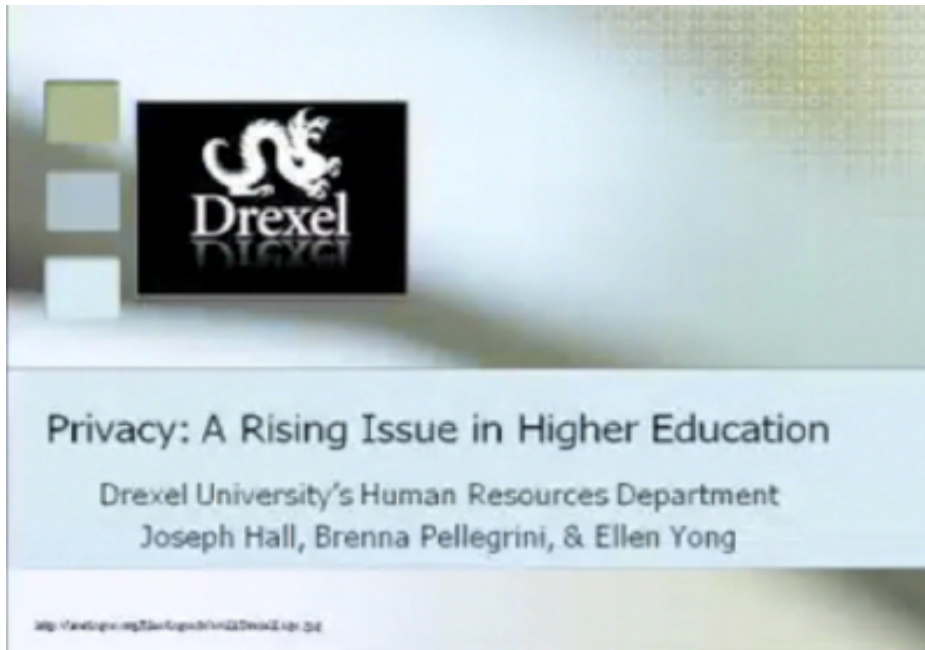Your media format is WimbaMedia.

People (1)

Kristen_Betts

To: Main Room

Wimba
people teach people

Sociodramas

After: Role Play

Board of Trustees

Evaluate HR Issues from Role of Trustee

- **Role of Board of Trustees**

- **Must listen to all of the archived HR issues**

- **Identify the top three HR Issues**

- **Discussion board**

  1. **Select top three HR Issues, why you selected these three (issue, PPT, presentation, research, or combination)**

  2. **Review your group's presentation; identify three things group did very well and identify three things group could enhance**

After: Psychodrama
(Individual Assignment)

Next Career Step

ePortfolio w/ Mock Interview

- **Identify new career step – Chronicle of HE, Higheredjobs.com, HERC, etc.**

- **Cover letter, bio, resume, three sample projects**

- **"Apply to position" – email from "university/college" sharing one of the finalist, need to conduct Wimba or Second Life due to budget cuts *Must respond to email w/ in 48 hours**

- **Interview – PPT presentation, introduction, brand, strengths, MUST do homework**

- **Search committee – Associate Deans, Deans, VPs, Directors; actual search evaluation; research on institution; record interview**

- **Must send thank you note**

Strategies and Demonstrations

THE UNIVERSITY OF ARIZONA.
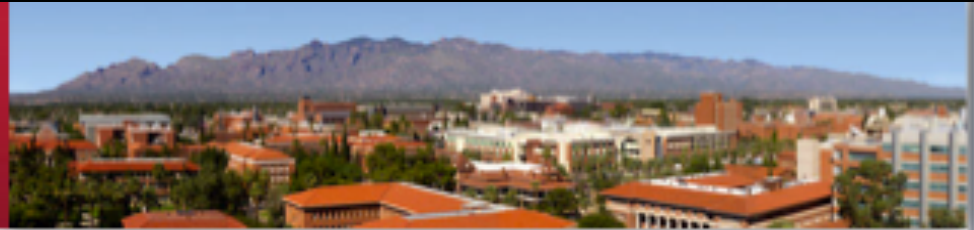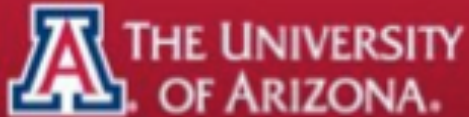
Amanda E. Swartz

Interview for the position of
Director of Development, Office of Student Affairs

February 22, 2011

AUDIO & VIDEO

Talk | Video

PARTICIPANTS

Kristen Betts
Moderator

MAIN ROOM (4)

james delaney
Moderator

John F Dolan
Moderator

Kristen Betts
Moderator (You)

Lora Furman

CHAT

Room | Mode... | Lora F...

Load Content | Recording ●

Bb
Blackboard

New Page | Delete Page | Fit Page | Slide7 | 8/8 ☑ Follow

Brand → Leadership, team building, communicator, and organizational results.

Dolan Promise → Inspired by St. John Baptist de La Salle, the patron saint of educators, to acquire and apply the disciplinary knowledge and skills to lead an institution with practical and theoretical understanding of applying the tools of management to enhance effective planning and the problem solving necessary to sustain an organization for a lifetime of service and success.

Core Competencies → Financial Management | Brand Leadership | Creative Thinking | Global Perspective

Proof of Performance → Institutional Outcomes; Recognized Speaker, Consultant and Leader in Catholic Education.

Core Values → *Never stop exploring, curiosity, person of strong faith and vision.*
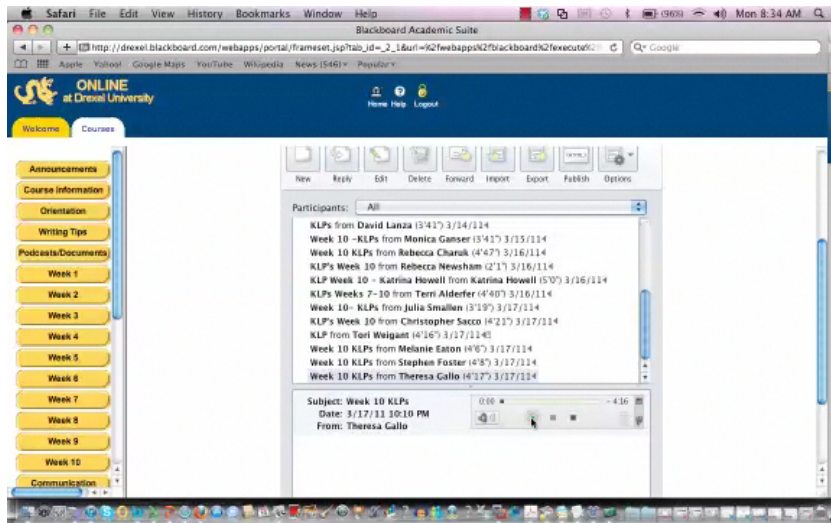
After: Interview Second Life

Reflection: Key Learning Points

EDHE 606: Sample Reflective Comments

- One word comes to mind when reflecting upon the career *and* life lessons I have acquired during the past 10 weeks – invaluable.

- Unlike many of the courses I have taken so far, this course was specifically designed for me.   The knowledge and experience I gained in this course really gave me confidence that I currently possess the skills and I am prepared to enter into the higher education profession.

- If I were to reflect on all I have learned in EDHE 606, I would need far more than two pages. The practical knowledge I have gained will benefit me so much throughout my career. Sometimes the things we need to learn as graduate students are the things we will use in the real world, and this course certainly proved that.

MS in Higher Education Data

Increase in skills since enrolling in the online Drexel University MS in Higher Education program

	Previous Skills (Strong/Very Strong %)	Current Skills (Strong/Very Strong%)	Increase
Developing PowerPoint (PPT) Presentations	48%	94%	65%
Conducting Research (e.g., SWOT analyses, environmental scan, literatures review, etc.)	29%	84%	55%
Using New Technology (e.g., Blackboard, Wimba Classroom, iPods, Impatica, etc.)	40%	91%	51%
Delivering PowerPoint (PPT) Presentations	45%	89%	44%
Receiving Constructive Feedback	67%	94%	27%
Serving as a Leader	59%	86%	27%
Writing	68%	92%	24%
Online Communication (email, text chat rooms)	75%	97%	22%
Problem Solving	68%	88%	20%
Decision Making	66%	88%	20%
Verbal Communication	69%	88%	19%
Working in Groups	67%	86%	19%

Likert scale: Very strong, Strong, Neutral, Weak, Very Weak

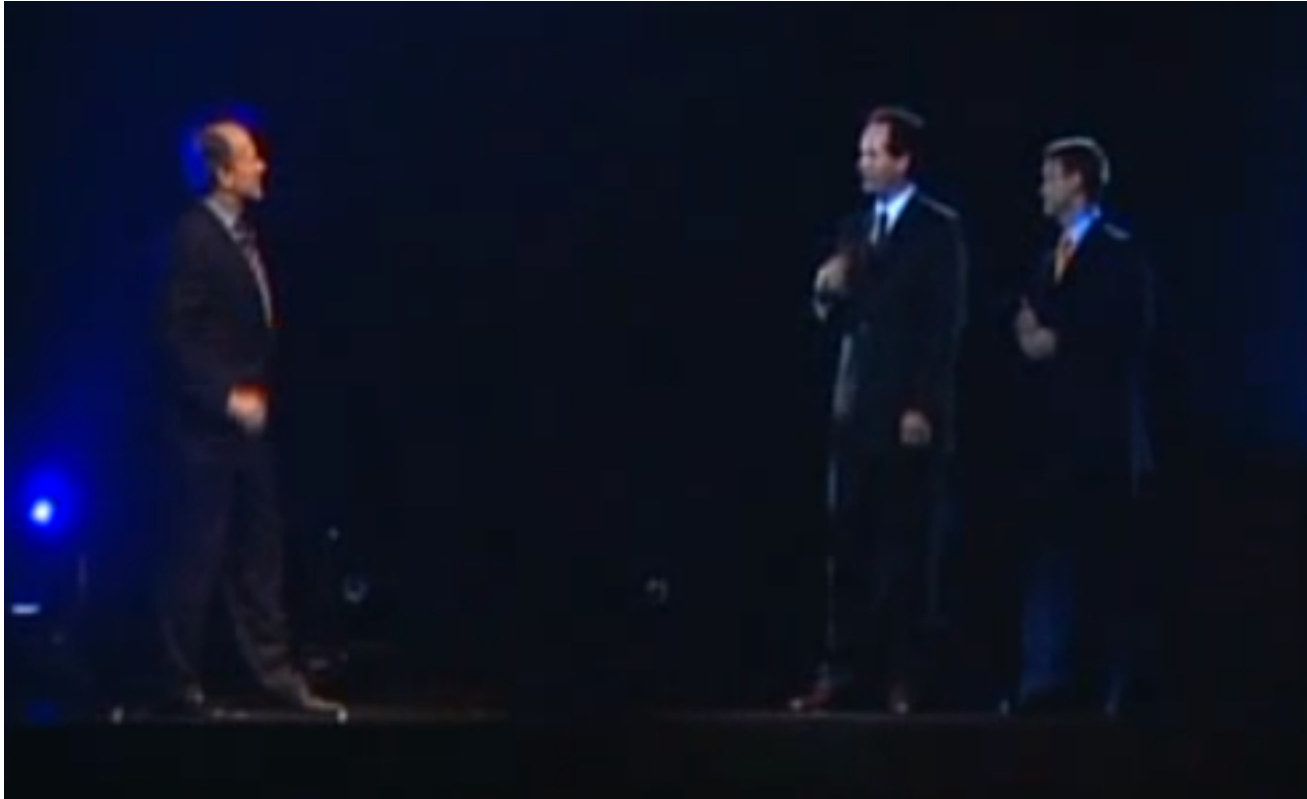# Current & Emerging Technologies

Next Generation Students

Online Lifeline Conference
Instructional Technology & eLearning

Telepresence: 3D Hologram Meetings

Holographic Telepresence at Conferences
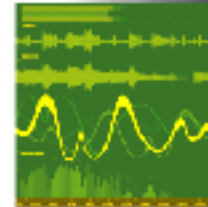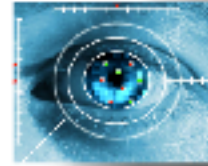

Who is getting "beamed" in?

Biometric Technology

Verification & Identification

- Fingerprint

- Face

- Iris

- Vein

- Voice

- Signature

- Palm Print

- **Keystroke Dynamics**

amazon.com

$52

Use your **face** to login to
your **computer** and **websites**!

$1,098   **Other Biometric Vendors** $54
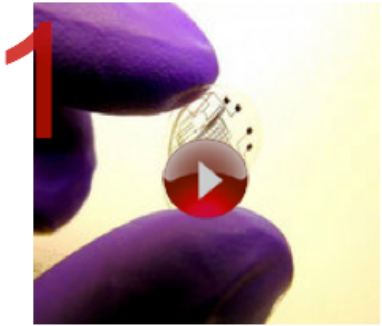
Mouse Fingerprint Scanner

Facial and Fingerprint Scanner

16 Genuine Cyborg Technologies

1 — vision enhancing contact lens. more...

2 — artificial heart. more...

3 — the boston retinal implant project. more...

5 — cochlear implant. more...

6 — neuro-controlled bionic arm. more...

7 — otto bock c-leg intelligent prosthetic leg. more...
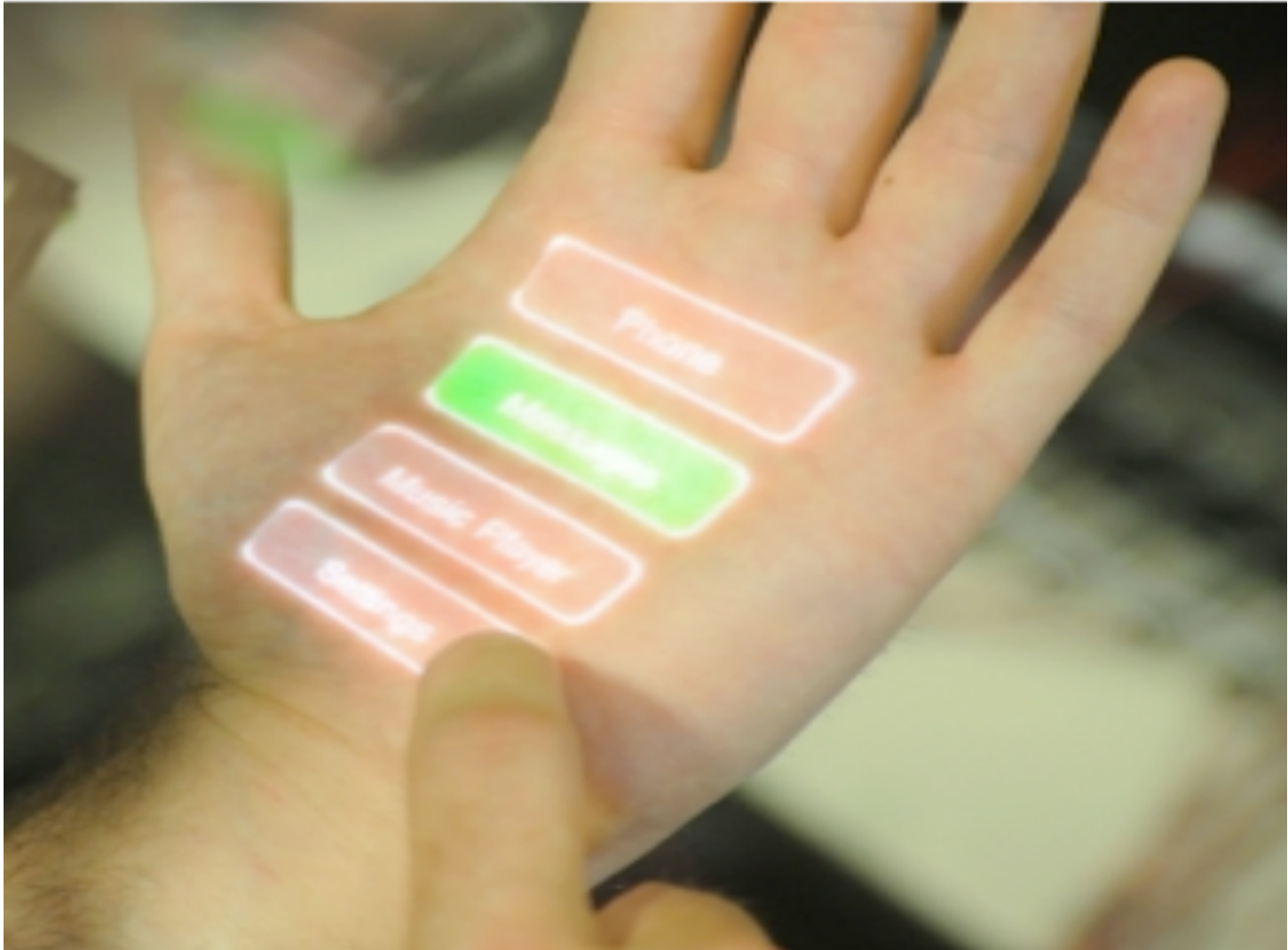
8 — touch bionics i-limb. more...

9 — mc3 biolung artificial lung implant. more...

Eybeborg

Skinput

Dr. Kevin Warwick
Professor of Cybernetic

First Human Cyborg
Chip Implant, 2008

Today's Students

83% cell phone　　**35% smartphone**　(PEW, Sept. 2011)

Smartphone activities

% of adult smartphone owners who use their phones to do the following social activities

	% of smartphone owners who do this
Send or receive text messages	92%
Take a picture	92
Send a photo or video to someone	80
Send or receive email	76
Access a social networking site	59
Get location-based directions or recommendations	**55**
Post a photo or video online	45
Access Twitter	15
Participate in a video call or video chat	13
Use a geosocial service like Foursquare or Gowalla	**12**

Source: The Pew Research Center's Internet & American Life Project, April 26 – May 22, 2011 Spring Tracking Survey. n=688 adult smartphone users ages 18 and older. Interviews were conducted in English and Spanish, by landline and cell phone.

Today's Students

Cisco Connected World Technology Report 2011

- **66%** students and **58%** end users:
  mobile device* "most important technology in their lives"
  *i.e. laptop, smartphone, tablet

- **55%** students and **62%** end users:
  couldn't live without Internet, integral part of daily life

- **49%** students and **47%** end users:
  Internet close in importance to **water, food, air, shelter;**
  one-third to be **as important**

Approx. 3,000 college students (18-24 years old) and young professionals
(21-29 years old).14 countries.

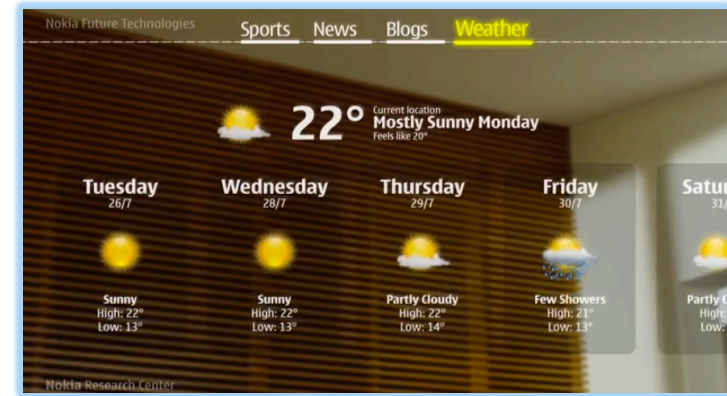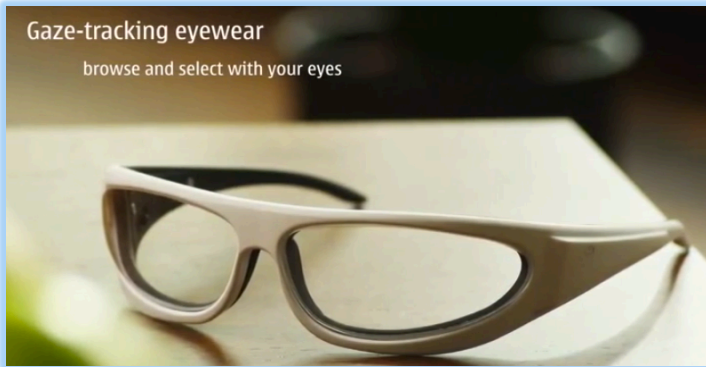# Dawn of the Social Cyborg

- This **new species of learner** requires leveraging social networks, collaboration, and new technologies.

- "Social Cyborg" describes people who have **integrated social networks and information technology into the way they think, learn, and solve problems**

- Social Cyborgs permanently wired to information networks, walk around with hundreds of gigabytes of "outboard memory.   (October 7, 2011)
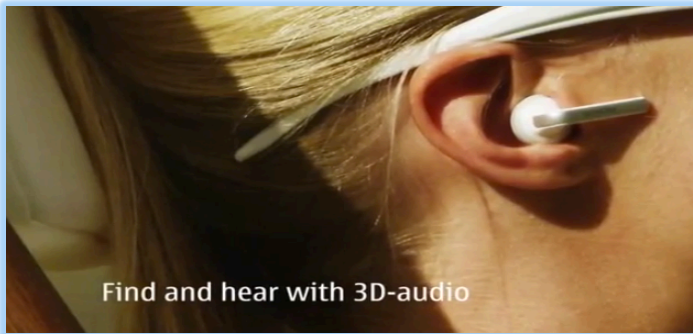
Are you a Social Cyborg?

Nokia Future Technologies
by **Nokia** Research Center
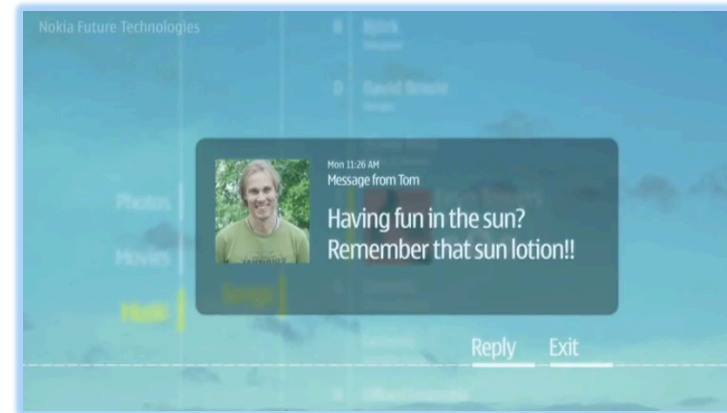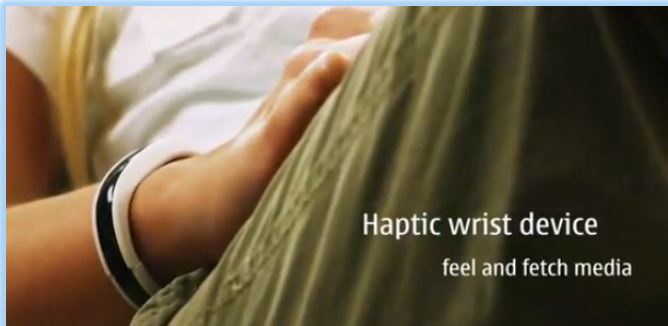

Gaze-tracking eyewear
browse and select with your eyes

Find and hear with 3D-audio

Haptic wrist device
feel and fetch media

Nokia Future Technologies | Sports | News | Blogs | **Weather**
22° Current location **Mostly Sunny Monday** Feels like 20°

Tuesday 26/7	Wednesday 28/7	Thursday 29/7	Friday 30/7	Satu 31/
Sunny High: 22° Low: 13°	Sunny High: 22° Low: 13°	Partly Cloudy High: 22° Low: 14°	Few Showers High: 21° Low: 13°	Partly C High: Low:

Nokia Research Center

Nokia Future Technologies

Mon 11:26 AM
Message from Tom

Having fun in the sun?
Remember that sun lotion!!

Reply   Exit

Nokia: http://www.youtube.com/watch?v=A4pDf7m2UPE&list=PL3A46B40A7B497AFF

Q & A
Thank you!

Dr. Kristen Betts
kristen.betts@armstrong.edu