AASCU Academic Affairs Winter Meeting
February 10, 2011
Submitted by Virginia Horvath

Opening Plenary: Charles Dziuban, "Technology-Enhanced Learning"

Welcome: Tony Waldrop, Provost and VPAA, U of Central Florida

- Orlando: named after soldier killed in second Seminole War
- Known for tourism and high tech
- State University system in Florida has 11 institutions
- UCF founded in 1963: 56,235 students
- Second-largest university in the U.S.
- 1237 = average SAT score, 45 National Merit Scholars
- Have a number of sites, including Rosen College about 30 miles away
- Partnerships: growing enterprises especially with College of Medicine (in second year)
- Florida Interactive Entertainment Academy (game design, art, programming, production, etc.)
- Six regional campuses
- Direct connect with four community colleges with guaranteed admission to UCF
- Technology in teaching and learning based on what students need (such as the academic commons format in the library)
- 50 online degree and certificate programs: more than 50% of students take online courses, with more than 20% of credit hours offered online
- Moved into highest category of Carnegie research institutions
- Seen as an up and coming national university because of size and quality

Opening Remarks: George Mehaffy, VP for Academic Leadership and Change, AASCU

- Quick thoughts based on visits to campuses to AASCU institutions
- Some institutions are caught in another time zone (medieval, for example) and change is an issue
- Groundhog Day: not an equally optimistic prognosis of an early spring. The metaphorical winter is as tiring as the real one. How can we achieve an early spring?
- We'll note a dramatically changed landscape, with budgets not balanced until the end of the decade. Rising concerns about costs, *Academically Adrift*, role in reinforcing inequality.
- Powerful impact of technology on every aspect of American life is another "disruption."
- We know about this landscape, but we don't know what we do next. Our imaginations are being narrowed by stress. We can't stay in our groundhog holes.
- Hopes seeds for robust discussion and collaboration are planted this week.
- Here's what we need to focus on:
    - Collaboration on campuses and across institutions
    - Student learning outcomes: focus on this as never before across all aspects of the institution (Barr/Tag, Learning Paradigm)
    - What learning outcomes we want (such as LEAP project): can't simply be about career preparation but informed, engaged participants in American democracy

- o Tie learning outcomes work to our sense of ourselves in the new century (as in the Stewards of Place project): firmly anchored to regions and nation, with K-12 schools
- o Avoid hardening of the categories: embrace technology, be willing to rethink everything, beginning with course design. It's not that old models are old fashioned; they are not working.
- o Challenge mindless assumptions that we all need to be something we are not (such as research universities). We need more universities that are proud of what they are and do it well. Research should be honored and respected, but it doesn't have to be privileged over other work, particularly teaching and learning. We could level the playing field by our practices and by encouraging research about how students learn.
- Leadership is at the heart of these changes, and provosts are at the friction points between presidents and faculty. We must embrace change and challenge long-established practices. We have to continually learn from one another.
- Simply bolting on new programs and approaches is a strategy for disaster. Looked at graduation rates of 420 AASCU institutions to figure out what's successful. The only thing that explained high graduation rates was a culture of expectation that the institution was responsible for the success of students. Then all kinds of things were put into place. That culture shapes everything, and it takes leadership, focus, and collaboration.
- We must act to protect our institutions and the students we serve.

Introduction: Vicki Golich, Provost and VPAA, Metropolitan State College of Denver

- Dziuban was a faculty member teaching research design and statistics. Studies impact of online learning, behavioral research, blended learning, the net generation, other areas. Well known studies of psychometrics, several grants and awards.
- He's presented his work all over the place.

Presenter: Charles Dziuban, Director of Research Initiative for Teaching Effectiveness, U of Central Florida, with Patsy Moskal

"Technology-Enhanced Learning: Great Opportunities and Great Challenges"

- "I thought I understood it until I tried to teach it." Augustine
- A statistics concept that was difficult to explain became culturally relevant through the right graphic.
- We have been evaluating use of technology at UCF for 15 years. When you dance with a bear, you can't stop because you're tired.
- Landscape amnesia: we can't remember what things were like before technology. Banking, real estate, publishing, copyright (*Remix*), academic publishing. One million downloads of *The Journal of Asynchronous Learning* last year.
- Dziuban moved to UCF in 1971, with a three-building campus in place and an expectation to be at Stanford within a few years. Growth has been amazing.
- An evaluation plan: is this having an impact on student learning outcomes?
    - Evidence of impact based on student issues (success, retention, learning preferences, generations, predictive models, personal geographies), faculty issues (academic life, assessment, blended algebra, blended composition, digital theater, pedagogy,

- pedagogy, persona), and points of intersection (satisfaction, demographics, information fluency, case narratives)
  - Deal made to faculty at UCF: if you want to do some research related to technology-learning in your discipline, we'll help you do the study—including data collection and analysis for you to use. When budgets come back, we will send you to your professional organization to present this to your group. We've created a subculture on research on teaching and learning within the disciplines. Hire them faster than they quit, like Amway. How can we blend algebra and blend composition? Hire FT people to teach composition and give them a menu to teach composition and algebra.
  - Digital theater: John Schaefer—problem of splitting cast and audience between two campuses, using technology. Vilified for ruining theater.
  - For UCF, it's a staff of two FT people and two graduate students
- Lay of the land:
  - Online: how much do you do?
  - At UCF, there are no more F2F courses. Even if professor doesn't use technology, students do.
  - Blended: some notion of courses that include F2F and any number of technologies, with many models for blending. He has a slide show that shows these, and he'll send them. Some are access models; some use different approaches to learning.
  - Example: cell phones are like whales pinging one another. Don't check your technology at the door. Accept their culture, and use it. We need to relate to students in ways that bring them into the culture.
  - TED talks lectures: Here Comes Everybody. It used to be that we broadcast out to them, but the boundaries of what we call a course have vaporized. Bob Blitzo at UCF was told he had to use technology and work with it, and he did. Gardner Campbell tells about students having an author join the student blog when they were talking about him.
  - Success: "There is something as quality, but you just can't measure it." *Zen and the Art of Motorcycle Maintenance.* Grades aren't a measure of success, really. Comparing blended, F2F, and fully online courses shows that blended courses do slightly better than the other modalities in some colleges at UCF. Withdrawal rates are slightly more in online, but offset by success.
- Predicting success and withdrawal rate: demographics, SAT/ACT don't predict. GPA is a predictor. Nothing predicts withdrawal, and there is no commonality.
- Student satisfaction: students register for online because of convenience alone. All of the satisfaction curves are similar: some always hate them, but the satisfaction levels are consistently high. There is ambivalence—appreciating some aspects but not necessarily liking them. Ameliorating the ambivalence is a challenge for online and blended courses.
- Students like reduced logistic demands (parking), increased learning flexibility, and technology-enhanced learning. These are things students like—reduced opportunity costs
- Less positives with blended learning: reduced F2F time, technology problems, reduced instructor assistance, overwhelming, increased workload—increased opportunity costs for education
- Tolstoy and satisfaction: unhappy families are all different. If any one of the factors can go wrong, there can be unhappiness for any number of reasons for derailing. The Anna Karenina phenomena (in Jared Diamond) has been examined in survival. So what are the components of satisfaction in online learning? Reduced ambivalence about the course, enriched learning

environment, understanding of rules of engagement, commitment, ambiguity, engagement, learning latitude.

- Generations: we need to pay attention to this. Some people think there's nothing to this, but we have an ambient generational buzz constantly. Cartoons, commercials, and other media play with this, and it resonates because it's real. The subtext is that the younger generation has great facility with technology, and you don't.
- Letter from student about the net generation: critical thinking skills might be defined differently.
- Matures (pre-1946), Baby boomers (1946-64), Generation X (1965-80), Millennials (1981-94)
- Neil Howe: how many boomers does it take to change a light bulb? 11 (10 in circle, one being the light), how many gen xers? 1 saying "screw it." Millenials? Parents don't allow it.
- Disruptive innovation, such as the Smith-Corona electric portable typewriter, has to keep up with changes. Have you ever created a website, contributed to a wiki, developed an open source product, used Skype, used a shopping bot, advanced search techniques, participated in special interest groups, joined a social network, tweeted? Be aware of it. *Wikipedia* is a disruptive technology, with contradictory views.
- Who said, "I regret that I have but one life to give to my country"? Nathan Hale. We tend to love the intellectual pondering, but we can look it up.
- Student ratings: Dr. Fox phenomenon (a terrible teacher who "rocks" because students like him or her). Are these predictable student ratings? A decision rule for probability of faculty member receiving an overall rating of *excellent*: facilitation of learning, communication of ideas, respect and concern for students = 100% likelihood of excellent rating.
- Black swan (Nassim Talub): an unpredicted event of monumental proportions that changes history forever. Examples: 9/11, Google, Harry Potter, Y2K, undetectable outliers, back-filled narratives, market crash, unpredicted, monumental impact, retrospective prediction. There are millions of black swans in our lives that we don't know.
- Technology-enhanced learning is another black swan.
- *The Ghost Map* by Steven Johnson. Incremental changes lead to a change in the universe.
- Task for small groups:
    - What are the opportunities on your campus?
    - What are the most prominent obstacles?
    - What are the small steps you can do to overcome these obstacles?