



AFFORDANCES OF ONLINE LEARNING IN THE CONTEXT OF EDUCATION ABROAD

Julie Ficarra, Ed.M
Scott Creamer, PhD

FLORIDA CONSORTIUM FOR INTERNATIONAL EDUCATION

12th Annual International Education Event: Classrooms without Borders: Internationalizing the Curricula

September 27-28, 2012

Introductions & Today's Presentation

- Julie Ficarra, Ed.M – University of South Florida
- Scott Creamer, PhD – Valencia College

Generative Topics:

- I. The Millennial Student
- II. An Introduction to Online Instruction and Learning
- III. Defining Learning Stages in Education Abroad & Opportunities for Online Instruction
- IV. Discussion of Current Trends in Online Learning and Education Abroad
- V. Areas for development in Online Instruction at your institution

A Vision of Students Today

Teaching Millennials

- Reflect on the video “A Vision of Students Today”
(<http://www.youtube.com/watch?v=dGCJ46vyR9o>)
 - ▣ What does it mean to you?
 - ▣ What does it mean to us as International Educators?
 - ▣ What does it suggest about our understanding of the characteristics of students today ?

- It is important to look at how we teach and the learning environments we design

- Best practice is a partnership of effective teaching strategies and course design
 - ▣ Pedagogy and technology

Intro to Online Learning and Instruction

e- Learning Definitions

- **Web-Assisted Courses:** Traditional land-based courses supplemented with technology (web-based activities, simulations, virtual labs, etc.)
- **Hybrid or Blended Courses:** Partially online, partially face-to-face. Some classroom sessions are replaced with virtual sessions that include online forums and web-based activities
- **Fully Online Courses:** Class is conducted completely online with no face-to-face sessions. Faculty typically use a web-based learning platform. Learning is primarily asynchronous

Intro to Online Learning and Instruction

A Learning Platform by any Name

- IMS – Instructional Management System
- CMS – Course Management System
- eLMS – e-Learning Management System

Terms used interchangeably

Current Trends in e-Learning

Its on the Rise!

- e-Learning has reached a critical mass in higher education as a core, maturing method of learning
- Poised for significant growth; issue of scale and strategic intent
- Moved beyond individual courses to whole programs and degrees being offered online
- Accreditation shift from programs to institutions
- Emergence of virtual universities, consortia, seamless systems, statewide portals

Current Trends in e-Learning

Its on the Rise!

- Now measuring quality and evaluating learning outcomes of online learning
- Widespread use of interactive media and learning objects and more SCORM-compliant content
- Very early use of mobile learning
- Shift to single statewide learning platform
- Most students taking online courses have had several already and learn the technology quickly

Current Trends in e-Learning

Its on the Rise!

- Continued development and sharing of learning content
- Standardization, interoperability of learning systems through SCORM → DVD analogy
- Enterprise-wide learning management systems
- Continued investment in virtual university initiatives – including virtual training center component for faculty and staff

Current Trends in e-Learning

Its on the Rise!

- Anywhere learners
- Maturing of streaming technologies
- Deeper advances toward ADA-compliance and addressing accessibility issues in course sites
- m-Learning (mobile, wireless learning)

*Data Sources for Slides 3-9:

ECAR Study of Students and Information Technology: Convenience, Connection, Control, and Learning, 2006

Improving, Learning, & Reducing Costs: New Models for Online Learning, by Carol Twig, Center for Academic Transformation, 2009

Online Learning vs. Traditional Campus-Based Classes

Advantages of the Online Platform

□ Flexibility

- ▣ Work asynchronously, but this may not be suitable for those who are not self motivated
- ▣ Scheduling

□ Communication

- ▣ Offers instant communication but also time to reflect on responses
- ▣ Some students would do better with face-to-face interaction with direct responses

Online Learning vs. Traditional Campus-Based Classes

Advantages of the Online Platform

□ Interaction

- Different kinds of or level of social discourse → message boards, videoconferencing to form digital connections

□ Resources

□ Learning and Skills Development

- Technical Skills, Independence

Online Learning vs. Traditional Campus-Based Classes

Potential Disadvantages of the Online Platform

(1) Limited formatting of content in current browsers - If your content relies on a lot of media “bells and whistles” or particular formatting, online might not be the best delivery medium.

(2) Bandwidth/browser limitations may restrict instructional methodologies - Again, you are constrained by the technology. If your content relies on a lot of video, audio, or intense graphics, online delivery may only frustrate your learners.

(3) Limited bandwidth means slower performance for sound, video, and large graphics. Know the bandwidth available to your audience— and what’s reasonable “wait” time for them— before you commit to extravagant media in your online course.

**Slide developed in conjunction with Gary Kokaisel (Manager of Faculty and Institutional Development at Valencia College-Osceola)*

Online Learning vs. Traditional Campus-Based Classes

Potential Disadvantages of the Online Platform

- (4) Student assessment and feedback is limited - The Internet provides a wonderful means to get all kinds of information back and forth to your audience, but it also makes it harder to assess some types of student feedback and information.
- (5) Many, if not most, of today's web-based training programs are too static, with little if any interactivity - This is probably due to the bandwidth limitation, but if we deliver poor, page-turning training, we can't expect stellar results from our learners.
- (6) Are computers replacing human contact? - online is not right for all students and their learning needs.
- (7) Newness - It may take longer designing and developing courses the first time around. Because of its relatively recent emergence as an instructional medium, new technologies always require time, experience, and money in order to take full advantage of its capabilities. The great thing, however, is you'll learn new skills and knowledge with each new course.

*Slide developed in conjunction with Gary Kokaisel (Manager of Faculty and Institutional Development at Valencia College-Osceola)

Model for Online Pedagogy Considering Design Frameworks

- Larry Ragan's (2012) Model for Online Pedagogy → Competencies for Online Teaching Success (COTS)
 - **1. Attitude/Philosophy**
 - comprised of approaches, philosophies and orientation to the task of teaching and learning online.
 - **2. Building Community**
 - those skills that enable the construction and management of a learning community including both learners and instructor.

Model for Online Pedagogy Considering Design Frameworks

- Larry Ragan's (2012) Model for Online Pedagogy → Competencies for Online Teaching Success (COTS)
 - **3. Classroom Management**
 - those skills required for successful classroom management of the operational and administrative functions of the online classroom.
 - **4. Faculty Workload Management**
 - those skills and abilities of efficient time management during the online course operation for both the learner and online instructor.

Model for Online Pedagogy Considering Design Frameworks

- Larry Ragan's (2012) Model for Online Pedagogy → Competencies for Online Teaching Success (COTS)
 - **5. Teaching and Learning**
 - those skills specifically addressing the strategies and techniques of guiding and facilitating student learning.
 - **6. Technology Aptitude**
 - the ability to complete the variety of skills and tasks related to the operation of the online classroom most closely related to the learning management system. Source: Ragan, Larry (2012). "Faculty Development in Distance Education: Issues, Trends, and Tips." *Faculty Focus Special Report*, Magna Publications, Madison, WI.

Capitalizing on e-Learning in STUDY ABROAD

Going Beyond the Use of Technology

- Our offices utilize technology in a variety of ways
 - ▣ Marketing our programs & recruitment events
 - Social Media (Facebook, Twitter, Pinterest)
 - ▣ Application Management
 - Studio Abroad, GopherU, AbroadOffice etc.
 - ▣ Registration & Enrollment
 - Banner, BBDS
 - ▣ Participant Communication
 - Email, List Servs
 - ▣ Our own professional development
 - SECCUS-L

Capitalizing on e-Learning in STUDY ABROAD

A Conceptual Framework for Learning & Instruction

- **STAGE 1:**

Pre - Application

- **STAGE 2:**

Pre - Departure

- **STAGE 3:**

While Abroad

- **STAGE 4:**

Re-Entry



“Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.”

Capitalizing on e-Learning in STUDY ABROAD

STAGE #1 Pre-Application

Learning Objective	Typical Activity	e-Learning Opportunity & Institutional Example
Understand their study abroad options	In person information sessions, one-on-one advising or passive use of website	UVA Education Abroad Online Prep – Seminar http://www.studyabroad.virginia.edu/EAWorkshop/presentation.cfm
Understand how to apply for a program		AFS Study Abroad 101: Info Session http://www.afsusa.org/study-abroad/resources/online-info-sessions/
Apply this knowledge to the application and enrollment process		MIT Global Education Virtual Information Session http://gecd.mit.edu/event/study-abroad-virtual-info-session

Capitalizing on e-Learning in STUDY ABROAD

STAGE #2 Pre-Departure

Passive Use of Technology

- Pre Departure Videos (Watch)
- Emailing Pre-Departure Handouts & Tips (Read)
- Pod Casts of Pre-Departure info (Listen)

Active e-Learning

- Synchronous Pre-Departure Session via Eliminate or other interactive medium
- Longitudinal Course over multiple sessions

University of Kentucky
Study Abroad Course
ISP 599

(http://www.uky.edu/educationabroad/academic_credit/ISP599.html)

“Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.”

- Jess Kobb (Mission to Learn)

Capitalizing on e-Learning in STUDY ABROAD

STAGE #3 While Abroad

- Greatest area for growth!
 - For-credit courses
 - ✓ in addition to 3 credit short term experience put students in the full time range = positive implications for financial aid
- Opportunity for enrichment of the study abroad experience
- Opportunity for guided reflection **while** abroad
- Cost effective and time effective form of instruction while abroad
- Face it – students studying abroad are using their computers!
 - Lets capitalize on their comfort with the electronic platform to encourage learning!

Capitalizing on e-Learning in STUDY ABROAD

STAGE #4 Re-Entry

Stages of Cultural Adjustment

- 1) Honeymoon Stage
- 2) The Hostility Stage
- 3) Humor Stage
- 4) Home Stage

Gregory Trifonovitch (2011)

- Moving beyond re-entry parties (although there is obviously a place for these too!)
- Recognizing that especially on short term programs cultural adjustment continues to occur upon return
- Re-entry instruction & learning both as an extension of study abroad program and as application of new knowledge

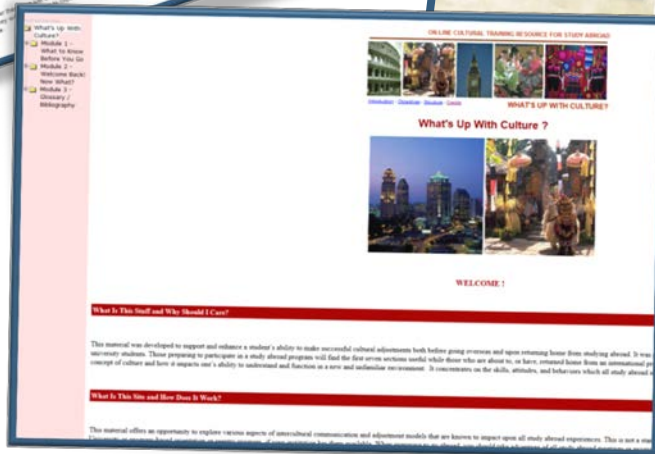
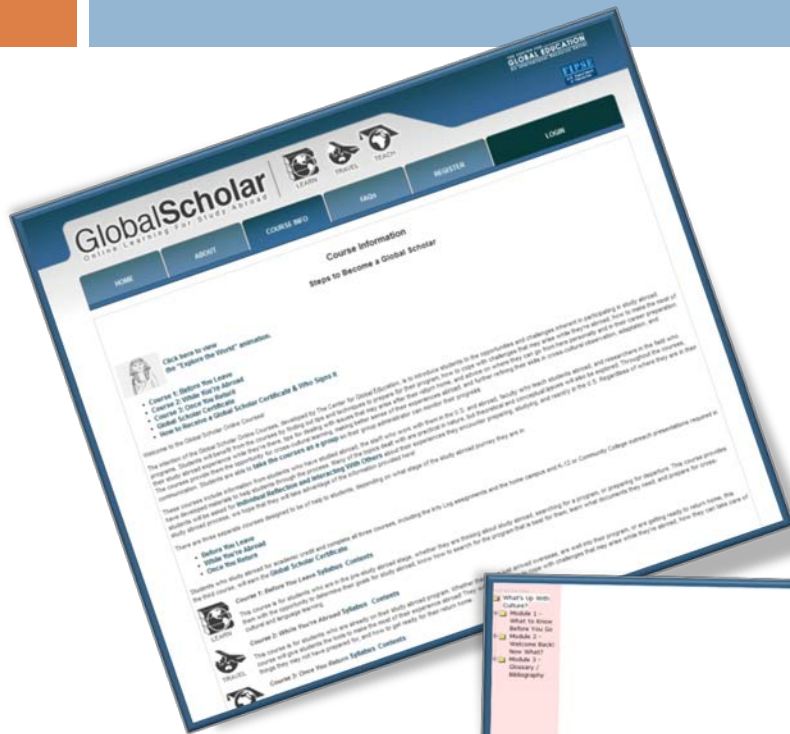


Example:

Global Links Citizen Development Course

http://www.globallinkscitizens.org/course_index.asp?course=R

What's Trending? Experience Enrichment Courses While Abroad



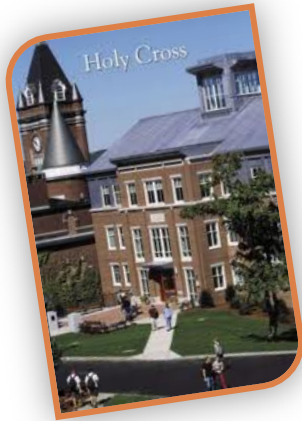
Global Scholar
<http://globalscholar.us/>

University of Minnesota
<http://umabroad.umn.edu/students/academics/globalidentity.php>

What's Up with Culture?

<http://www2.pacific.edu/sis/culture/index.htm>

College of Holy Cross: Study Abroad Enrichment Course Design & Pilot



- **Online Learning Course (HGSE)**
 - the idea for a course on culture while abroad
 - Co-Construction of Knowledge
 - Community of Inquiry
- Call for interest on SECUSS-L (over 70 requests!)
 - evidence of interest?

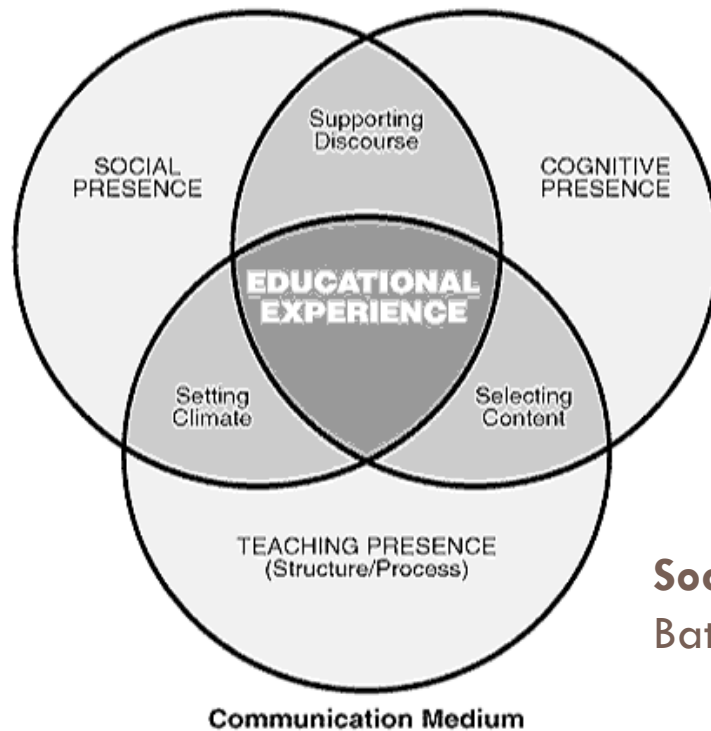


STEP #1: Determining Course/Program Goals:

- 1) Build an online community that is safe, supportive and promotes collaborative inquiry
- 2) Understand 'met-cognition' and its influence on intellectual and person growth
- 3) Develop an operational definition of culture and its effect on cognitive and social processes
- 4) Self-tracking of stated learning objectives and development of application mechanism to academic trajectory and professional aspirations.

College of Holy Cross: Study Abroad Enrichment Course Design & Pilot

Community of Inquiry



“The creation of a community simulates for the online learners the comforts of home, providing a safe climate, an atmosphere of trust and respect, and invitation for intellectual exchange and a gathering place for like-minded individuals who are sharing a journey”

- Lock (2007)

How do students learn?

STEP # 2: Choosing a Theoretical framework and an Online Interaction Model as a foundation for course design

Social Constructivist Theory

Bates (2005)

- 1) Personally through reflection and relating new knowledge to prior experience
- 2) Socially, through interaction and discussion with others

“Culture hides much more than it reveals and, strangely enough, what it hides, it hides most effectively from its own participants”

– Hall (1998) The Power of Hidden Differences)

STEP # 3 Choosing an Instruction Design

‘Teaching for
Understanding’
Wiske et. Al
2009

1) Understanding
Goals

2) Generative
Topics

3) Performances
of Understanding

4) Ongoing
Assessment

□ GENERATIVE TOPICS

Reflection:

- Meta-Cognition: Thinking about Thinking?
- Reflection: What and Why?

Culture 101

- American Culture: Personal Identity
- ‘Othering’ and ‘Exoticizing’
- Ethnocentrism and Cultural Relativism

Digging Deeper: Developing a Comparative Perspective

- Media: Image Creation, Cultural Construction
- Language & Cognition
- Social Structure, Power Distance: From Government to Classroom
- Gender Roles and Sexuality
- Sense of Self: Individualist vs. Collectivists
- Cultural Transmission: Children’s Literature



Incorporating Study Abroad e-Learning at Your Institution

Considerations

STEP #4 Making it Happen!

- 1) Culture of Online Learning?/ Climate around Online Learning?
- 2) Ease of for-credit course approval
- 3) Online platform already in place?
- 4) Someone to facilitate course? EA Staff, Graduate Students?
- 5) Mandatory (ex. University of Kentucky) vs. Optional (Holy Cross)



Incorporating Study Abroad e-Learning at Your Institution

A Guided SWOT Analysis



QUESTIONS?



Julie Ficarra (jficarra@usf.edu) & Scott Creamer (screamer@valenciacollege.edu)