



The WNY Consortium of Higher Education

Presents

The Online Educational Experience:

Creating a Relevant Learning Experience for Today's Students

Date: October 1, 2010

Location: Hilbert College, Swan Auditorium

Time: 8:00 a.m. to 12:15 p.m.

The Online Educational Experience: Creating a Relevant Learning Experience for Today's Students

Online education trends for the past several years suggest that online enrollments have been growing substantially faster than overall higher education enrollments, not only in the US and Canada, but all over the world. The expectation of academic leaders has been that these enrollments would continue their substantial growth well beyond the current scope of forecasting. These expectations have further been given a boost by the fact that the **flagging global economy**



means that traditional education has become more expensive, whereas online education, given its exponential improvement in quality, has become a preferable alternative to the vast majority of today's learners. (And almost 4 million students cannot all be wrong!). According to studies (such as the Sloan report on online education in the US), the most recent estimate of enrollments in online distance learning programs for the starting semester in the fall of 2007, place the number at 3.94 million online students—an increase of 12.9% over online student enrollments at the same time a year earlier. According to these statistics, the number of online students has more than doubled in the past five years of online learning. Moreover, the overall student body involved with online higher education has grown at an annual rate of around 1.6% during this same period (from 16.6 million in fall 2002 to 18.0 million in fall 2007, according to the Projections of Education Statistics to 2017, National Center for Education Statistics; ***Taken from: <http://www.distance-learning-college-guide.com/massive-growth-trends-in-online-education-enrollments.html>***).



Given the increased relevance of online education, the WNY Consortium of Higher Education is committed to providing institutional stakeholders at each of its 21 colleges and universities with the tools and knowledge necessary for providing the highest quality online learning experience available. The ***“Online Educational Experience: Creating a Relevant Learning Experience for Today's Students”*** event is designed to share experiences and expertise, promote increased collaboration among institutions, and most importantly, examine the various aspects of high quality online education.

KEYNOTE ADDRESS BY:

Dr. Jean Runyon

Designing online education to reflect the needs of contemporary learners by examining pedagogy, student engagement, and diverse learners.

Jean Runyon is Dean of the Virtual Campus at Anne Arundel Community College (<http://www.aacc.edu>). She provides leadership and vision for the creation, continuous planning, and evaluation of distance education, learning outcomes assessment, special sessions and off-campus programs and services at the institution.

Her students and her peers recognize Jean Runyon as a superior instructor in traditional and elearning instructional environments. She has demonstrated excellence in teaching throughout her 30-year career as an educator. From 1985 – 2007, Jean Runyon was a professor at the College of Southern Maryland (<http://www.csmd.edu>) in the Business, Economics, and Legal Studies Department and the Technical Studies Department. In addition, she served as the Director, Innovative Teaching Center, at the College of Southern Maryland from 2000-2007; in this role, she provided oversight and direction for the institution's elearning initiatives and faculty development opportunities. Jean is an adjunct professor and continues to teach online courses.



Jean Runyon is the 2010-2012 chair of the Instructional Technology Council (<http://www.itcnetwork.org/>). The Instructional Technology Council (ITC), an affiliated council of the American Association of Community Colleges, has represented higher education institutions involved in distance education throughout the United States and Canada since 1977. The ITC provides exceptional leadership and professional development opportunities to its network of eLearning experts by advocating, collaborating, researching, and sharing exemplary, innovative practices and potential in learning technologies. She is the president of the Maryland Distance Learning Association (<http://www.marylanddla.org/>) and is Vice-Chair, Board of Directors, for Maryland Online (<http://www.marylandonline.org/>), a state-wide consortium of two- and four-year institutions.

Jean Runyon received the Distance Educator of the Year (2006) award from the Maryland Distance Learning Association (MDLA) and the College of the Air Distance Education Consortium (COADEC). She was a 2006 recipient of an Excellence Award from the National Institute for Staff and Organizational Development (NISOD). In 2004, Professor Runyon received the Association of Community College Trustees (ACCT) Northeast Region Faculty Member award. She is actively involved in the Quality Matters Program (<http://www.qualitymatters.org>), conducts course peer review training, and is a master peer reviewer and is a member of the Quality Matters Academic Advisory Council. Her *Information Age: Emerging Technologies* course (ITS 1015) was one of the first courses to meet “quality expectations” as specified by the Quality Matters grant; this course received the Maryland Distance Learning Association’s (MDLA) Course of the Year (2005).

Agenda

8:00 to 8:30	Breakfast and Networking
8:30 to 8:45	Welcome on behalf of the consortium and Introduction of Speaker
8:45 to 9:45	Keynote: Dr. Jean Runyon
9:45 to 10:00	Q & A
10:00 to 10:15	Break (Cookies and other refreshments provided)
10:15 to 11:00	Best Practices Break Out Sessions
11:00 to 11:15	Break (Cookies and other refreshments provided)
11:15 to 12:15	Themed Conversations -Open Dialogue
12:15	Conclusion

Presentations

Speech Technologies to Reduce Faculty Workload in Online Instruction

Room:

Dennis G. Mike, Ph.D., Associate Professor, Canisius College, Graduate Education and Leadership

Session Abstract: It is commonly acknowledged that the provision of quality online instruction is more time consuming than face-to-face instruction. For this reason, faculty workload has emerged as an important concern in online higher education. This paper will focus specifically on the use of "speech-driven" technologies to reduce faculty workload in online instruction without sacrificing quality. Voice recognition software (e.g., Dragon Naturally Speaking 10, Preferred Edition) allows faculty to more easily participate in discussion boards and respond to student email. In addition, the "voice embedding" feature of certain software (e.g., Adobe Acrobat Extended Pro 9, Camtasia) allows the instructor to "speak" his/her feedback to student writing and to provide additional elaboration on instructions to students. Application of these programs specific to tasks associated with online instruction will be described, as well as the technical considerations of program use. Last, equity and access issues relating to the use of such technology will be addressed.



Title: Virtual Field Trips in Higher Education: Links and Guidelines

Room:

Dr. Jayne E. Swanson, Director of Assessment & Professional Development, Alfred State College

Session Abstract: This session will explore Online Universities' "100 Incredible & Educational Virtual Tours You Don't Want to Miss" and will cover guidelines for creating a successful virtual field trip at the college-level. Participants will have the opportunity to search through the various sites, select one that is of particular interest to them, and then discuss, i.e., share with the other participants, how they could use the tour in a course that they teach. The importance of defining a purpose, student learning outcomes, key concepts, and vocabulary; providing students with a worksheet and an opportunity for online discussion; and using a rubric for grading and assessment will be discussed. Participants completing this session will become familiar with (1) many of the educational sites available for virtual tours, and (2) the components of a well-developed online tour assignment at the college-level.

Title: The Academy is Flat: Using Technology to Create Authentic Multicultural Education

Room:

Gary O. Roberts, Director of Information Technology Services, Alfred University

Ann Monroe-Baillargeon, Associate Professor, Division of Education, Alfred University

Session Abstract: Thomas Freidman asserts that technology has created a transnational platform for communication, collaboration, and competition that is stimulating global opportunity for all individuals (Friedman, 2005). After years of establishing robust study abroad programs and the recent "bricks and mortar" expansion of U.S. higher education overseas, we are now seeing the true "flattening" of the academy. Ubiquitous Web-based videoconferencing, learning management systems, and social media Web sites are further breaking down the boundaries to international collaboration and empowering individual faculty, outside of institutional support, to create rich technology-facilitated multicultural learning environments. But, this is not to say that technology-facilitated multicultural education is easy. It isn't. Limited bandwidth, cultural, language, and time zone differences all contribute to the challenge of technology-facilitated multicultural education. The key to creating a rich Multicultural online environment is managing these challenges while exploring creative and emerging technologies that can eliminate the barriers to communication and interaction.



Title: Looking at Online Instruction Through the Eyes of Students

Room:

Alice Kozen, Associate Professor, Niagara University, Department of Early Childhood/Childhood Education

Sylvia Valentin, Associate Professor, Niagara University, Dept. of Early Childhood/Childhood Education

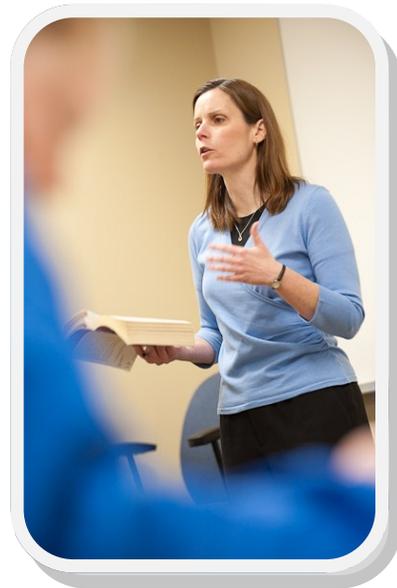
Session Abstract: Online instruction is a growing phenomenon throughout the United States. More and more colleges and universities are providing this type of experience as part of their regular curricula. Therefore, it is of extreme importance to examine how students perceive such opportunities and what, in their own view, makes the experience valuable and beneficial as they compare online to a traditional class experiences. Participants in this study identified benefits and drawbacks regarding both instructional experiences, online and traditional classrooms. While participants identified benefits to online instruction, they also identified negative aspects in the experience, indicating that such an opportunity may not be a perfect match for all students. Therefore, further investigation is needed to determine if this type of instruction is beneficial to all students or, is an appealing option to a particular type of student with specific needs.

Title: The Online Lifecycle: Growing Your Faculty to Meet Distance Education Needs

Room:

Catherine Lawson, Dean of Instructional Administration, Bryant & Stratton College

Session Abstract: Bryant & Stratton's Online Education division has been providing entirely online degrees over the last 10 years. Beginning with only two full-time faculty and 15 students in 2000, the College now has over 130 dedicated online faculty and over 1800 students. Students and faculty are geographically dispersed, with faculty located across the United States and even in Italy, Scotland, and New Zealand. The challenges of recruiting credentialed faculty and ensuring that those faculty are capable of facilitating in an online environment is only the first step at a strategic life cycle developed to ensure that faculty are trained, mentored, and given the skills to lead to student success. Although this model is designed for fully online faculty development, it certainly can be just as useful when considering hybrid or blended teaching opportunities for instructors. The key is communication, teamwork, and an environment of continuous improvement and support.



Title: The Teaching to Diverse Learning Styles in the Online Environment

Room:

Sierra Adare, Director, Mark Diamond Research Fund, University at Buffalo

Tasiwoo Paapi, President, Educational Fundamentals

Session Abstract: Research reveals that learning styles consist of four physiological modes, visual (V), aural (A), read/write (R), and kinaesthetic (K) that contribute to the manner in which individuals gather, process, store, and recall information, instruction, and knowledge. Although current data demonstrate that 73.1 percent of U.S. college students learn through visual, aural, or kinaesthetic methods, the online learning environment continues to focus on read/write content. As a consequence, the atmosphere of e-learning is less than conducive to the majority of learners, which can result in negative outcomes concerning the learning process. To create an online learning environment in which all students have the opportunity to thrive, researchers assert that students should determine their learning preferences and use that knowledge to help adapt their study habits and skills to optimize their learning experience. Additionally, educators should modify their teaching styles in order to facilitate student achievement and satisfaction in the virtual classroom. This presentation explores the identification process for ascertaining students' preferred learning methods and the development of educational materials tailored to match their individualized learning styles. Additionally, it examines outcomes of varying instructional delivery of online content based on research and a pilot study conducted by the presenters.

Title: (Be)Friending Facebook: From popular social networking site to pedagogical tool

Room:

Kalen M.A. Churcher, Assistant Professor, Communication Studies, Niagara University

Session Abstract: The use of social networking sites (SNS), including Facebook, Twitter and wikis, has skyrocketed in the past decade, perhaps forever changing how individuals communicate. Yet the impact and potential of SNS extends beyond personal chatter. As Web 2.0 shifts consumers to viewing the Internet as a participatory platform rather than simply an information retrieval site, educators must consider whether – or how – to implement the technology similarly. This presentation examines the popular SNS, Facebook, as a relevant pedagogical tool that can not only reinforce classroom discussion and create an alternate site of participation, but serve as a virtual classroom of sorts. A February 2010 Pew Research Center study indicates 93 percent of 18- to 29-year-olds are online; 72 percent of that group utilizes social networking sites. Considering the pivotal role the internet plays in the lives of late-teens and 20-somethings, it is not surprising that online courses have become in demand. This research, however, stresses that online and actual learning environments need not be mutually exclusive of one another. It is my contention that when combined, the two create an atmosphere of learning that reaches a broader audience and extends academics into multiple venues – some virtual and others not.

Title: Engaging Graduate Students On-line: Course Development, Management and Innovative Methods

Room:

Peter A. Manzi, Adjunct Instructor, Buffalo State College. Educational Foundations and Student Personnel Administration; Part-Time Faculty Member, Walden University, College of Social and Behavioral Science

Session Abstract: The presenter, with over seven years of experience teaching on-line graduate courses, will discuss the development of on line graduate courses in vocational psychology and counseling (Walden University and Buffalo State College), including the use of on line course platforms (Angel and eCollege). Also discussed is an on line research methods and statistics course (Angel, Buffalo State College). Issues such as varying assignments to facilitate different learning styles, with the use of multimedia (DVDs, organizational links, publisher web sites), using databases for reviewing research based literature on a topic for a paper assignment, setting up evaluation criteria (or templates) for grading assignments, academic honesty, social classroom interaction, course evaluation and *challenging* students will be discussed. Setting up an on line course is initially labor intensive, but once done, it is a wonderful way to engage students and promote learning. The need for organization and a very structured classroom shell need not come at the expense of creative and innovative approaches to instruction.

Title: Make Mine Blended: Integrating the Virtual Classroom with a Traditional Program

Room:

Mary Beth Scumaci, Clinical Assistant Professor, Instructional Technology Coordinator for the School of Education, Medaille College

Michael Piatko, Director of Instructional Technology, Information Services & Technology

Julianna Woite, Adjunct Faculty, School of Education, Medaille College

Session Abstract: Faced with an increased interest in online learning, growing programs and classroom availability, Medaille College's School of Education chose to convert 10 hours of required class time for 29 courses. This semester 40 sections of traditional on-ground classes are blended with online course components. This session will showcase the ideas, steps and methods used by the School of Education's Online Instructional Design Team to accomplish this project. This session will describe the project experience and what students, faculty and the School of Education's Online Instructional Design Team encountered along the way.

Themed Conversations

- **Online Pedagogy**, Room 203 and Room 204
- **Educating Diverse Learners**, Room 206 and Room 206
- **Meeting the Needs of Faculty Teaching Online Courses**, Room 210 and Room 214
- **Web 2.0 and Online Learning**, Room TBD and Room TBD
- **Assessing Online Learning**, Room TBD

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the WNY Consortium of Higher Education!*

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The WNY College Connection is your link to 21 world class colleges and universities. Information is designed for **students, parents, and high school counselors**. You will find links to admissions, financial aid, scholarships, career decision making, succeeding in college, internships, professional resources, planning a visit, and more. This is a

[Buffalo, New York, One of the Top 10 College Towns in America](#), by American Institute for Economic Research

Western New York (WNY) has a wealth of natural, cultural, educational, and entertainment resources that are commonly associated with national parks or major cities. You can take in a Broadway show or a

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The WNY Consortium of Higher Education

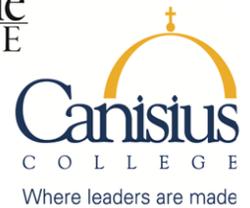


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- ◇ **The John R. Oishei Foundation** for their support of the WNY College Connection

Event Planning Committee:

A very special thanks to the Event Planning Committee for all of their hard work and dedication!

- ◇ **Patricia Coward, *Director***, Center for Teaching Excellence, Canisius College
- ◇ **Jennifer Herman, *Director*** of Institutional Support, Niagara University
- ◇ **Susan McMillen, *Professor***, Mathematics Department, Buffalo State College
- ◇ **Eileen Tutak, *Director*** of Faculty Development and Library Services, Bryant & Stratton College

Hilbert College:

- ◇ **Cynthia Zane, *President*** of Hilbert, for offering campus facilities and resources.
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The WNY Consortium of Higher Education:

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- ◇ **Pam Lalley** for working above and beyond every day in order to ensure a fantastic event

Thank you to all of the presenters, facilitators, and attendees for participating in today's conference!

