

# E-Learning

## UF Status and Plans

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# Rapidly Changing Environment

- Several new announcements per week about e-Learning platforms, MOOCs, adaptive learning
- Public and private universities and commercial enterprises are all players

# MOOCs

## Massive Open Online Courses

**Startups have varying missions**

- **Udacity (Stanford) – to democratize education**
- **EdX (Harvard, MIT, Berkeley)– to study how students learn (and build a big database)**
- **Coursera (many AAU universities) – to offer free education to millions**

# Implications of MOOCs

- Business models currently unclear
- Problems of integrity of testing – but what happens when that is solved?
- Credentialing
  - B.A. degree to remain gold standard?  
Does exposure, mastery and training through MOOCs become more important?
  - Academic and financial pressures on universities?

# Adaptive Learning

- What if you knew where thousands of students get routinely stuck? If you knew the mistakes they routinely make?
- Big databases
- Personalized instruction
- Automated
- Possibly more efficient and effective
- What subjects can use this technology?

# Current Situation Online Education at UF- 2012

## At a Distance

- 80 Graduate and Undergraduate Degree Programs (70-10)
- 50 Graduate and Undergraduate Certificate Programs (40-10)
- Current Enrollment – 7,000 Students
- Programs and Enrollment increasing at a rate of 10% annually, last 5 years
- \$70 million gross revenue

# Current Situation Online Education at UF- 2012 (continued)

## In Residence

- Fall, 2012, 15% of duplicated headcount (UG) are in online classes.
- 33% of all undergraduate students take at least one online class per term.
- Distance Learning Fee 2012—\$ 3.3M

# Strategic Issues:

- 1) **Online learning**
  - a) **Non-resident**
  - b) **Resident**
- 2) **Products (Courses and how they are packaged)**
  - a) **Graduate degrees**
  - b) **Undergraduate degrees**
  - c) **Certificate Graduate/Undergraduate**
  - d) **Professional Training, Not-for-credit**
- 3) **Markets**
  - a) **Florida**
  - b) **USA**
  - c) **International**
- 4) **Overlapping Issues**
  - a) **MOOCs**
  - b) **Online University**



# Strategic Issues Online

<u>Products</u>		<u>Markets</u>	
	FL	USA	INT
Graduate Degrees	10	6	2
Undergraduate Degrees	5	0	0
Certificates	10	5	2
Professional Training Non-Credit	6	4	0

Legend—10 indicates major presence; 0 no presence

# Why join the consortium?

- Increased accessibility to our content (worldwide).
  - Increase our knowledge base and enhance our understanding of online learning.
  - Opportunity to work with a platform that incorporates the latest developments in the teaching and technology nexus.
    - ❖ Retrieval and testing
    - ❖ Peer assessment
    - ❖ Adaptive Learning
- The agreement allows UF to employ this proprietary platform in our resident courses.
- Ancillary benefit to work with and to be a part of a consortium populated by our AAU peers. I.e. Stanford, Duke, Michigan, Pennsylvania, Princeton, etc.

# Courses

## College of Agriculture and Life Sciences:

- 1.) Economic Issues, Food & You
- 2.) Sustainable Agriculture/Urban Land Management
- 3.) Global Sustainable Energy
- 4.) Fundamentals of Human Nutrition

## College of Fine Arts:

- 5.) How Music Works

# Online University

- Demand for access to Florida's state universities has increased dramatically in recent years.
- The use of online learning tools, media and environments is accelerating in the most innovative colleges and universities.
- Online Learning environments provide hope that access to higher education can be maintained even under extreme economic constraints that threaten the ability to keep pace with the student demand.
- The confluence of these trends means that the manner in which higher education is currently delivered in Florida may not position the state and the System as global economic and higher education leaders.
- The Board is seeking to obtain the services of a consultant who will present several options to expand the number of university graduates through the use of online education programs

# Strategies for Consideration

## Florida could consider four strategies to drive the creation, development and expansion of new online learning models

1

### Institution by Institution

#### Description:

- Institutions develop online offerings on their own, driving innovation in a way that best fits each school's mission

#### How it Works:

- Institutions continue to independently drive online innovation through new course and program development and/or adjustments to existing offerings
- State defines broad parameters for innovation and achievement

2

### Institutional Collaboration

- System-wide online degree program offerings are developed under the direction of a coordinating body (e.g., FLVC, BoG, FL DOE)

- Coordinating body drives marketing, onboarding/support services, and data analytics
- Central body issues program-level RFPs to institutions for program development
- Program instruction and scheduling is coordinated by the institution that develops the program
- All institutions continue with existing strategies

3

### Lead Institution(s)

- One (or a few) institution is selected by RFP process to drive the development of new online offerings in target degree levels and disciplines

- Lead institution:
  - Designs the programs
  - Drives marketing, onboarding/student support, course scheduling, and data analytics
  - Delivers instruction
- All institutions continue with existing strategies

4

### New Online Institution

- An online institution is launched to drive portfolio expansion of lower cost models

- New online institution:
  - Designs the programs
  - Drives marketing, onboarding/student support, course scheduling, and data analytics
  - Delivers instruction
- All institutions continue existing online programs

Across all 4 strategies, programs will:

1. Increase student access to a **portfolio of offerings**
2. Be delivered at a **lower cost to the student** and/or the state
3. Be aligned to **statewide labor force needs**
4. Ensure a **high quality student experience** for all students