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ACADEMY OF MANAGEMENT PROFESSIONAL DEVELOPMENT WORKSHOP

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Oregon State
University

About Oregon State University

- International public research university
 - ~29,000 students and 4000 faculty
 - Students from all 50 states, more than 100 countries
- 1 of 2 land, sea, space and sun grant universities
- 3 campuses, 11 colleges, 14 experiment stations, 36 extension offices

Hybrid and Online

- Oregon State's online bachelor programs ranked 3rd in the nation
- All online courses are asynchronous
- More than 50% of OSU students take one fully-online course per year (Corvallis campus)
- Currently 570 hybrid courses; growing ~20% per year
- 42,000 students have taken hybrid a hybrid course since 2012



Materials in Online vs. F2F

- Align content, resources, activities and assessment with learning outcomes
- Emphasis on learning as an **active process**, not as passive absorption of information
- Design for online interaction among students, and between instructor and students
- **Less than half of in-class time** for one-way delivery of information via lecture
- Explicitly integrate online content and activities with in-class content and activities
- Actively encourage learning and interaction beyond the physical classroom

Challenges of teaching hybrid undergraduate courses

Danger of over-stuffing online materials - “course and a half”

Transforming passive classroom into active hybrid experience

Create “flow” to keep interaction and learning active through the week

Strategic use of 1-way delivery of information (classroom lecture)



Challenges of fully-online undergraduate courses

Managing information in Learning Management System

- Clear navigation; learning outcomes; content layout; assessment; frequent and effective feedback
- Instructor 'presence'

Engaging students with:

- Other students
- Course content
- Instructor

Effective ways to increase engagement in online courses

- Make the coursework and material relevant to the real world
- Set a precedent for active learning early on
- Consider affinity groups for teams and discussion

Strategy for Undergrads

Integrative Strategic Experience; 400-level course

- Offered as elective or Gen Ed
- Discussion boards
 - 20-50% of students typically engage (i.e., go beyond the minimum)
 - Often perceived as 'busy work
 - Connect teaching to something relevant to students
- Hybrid:
 - Select F2F activities carefully; move what you can online
 - Use asynchronous online work to build up to f2f interactions in-class



Accounting for Undergrads

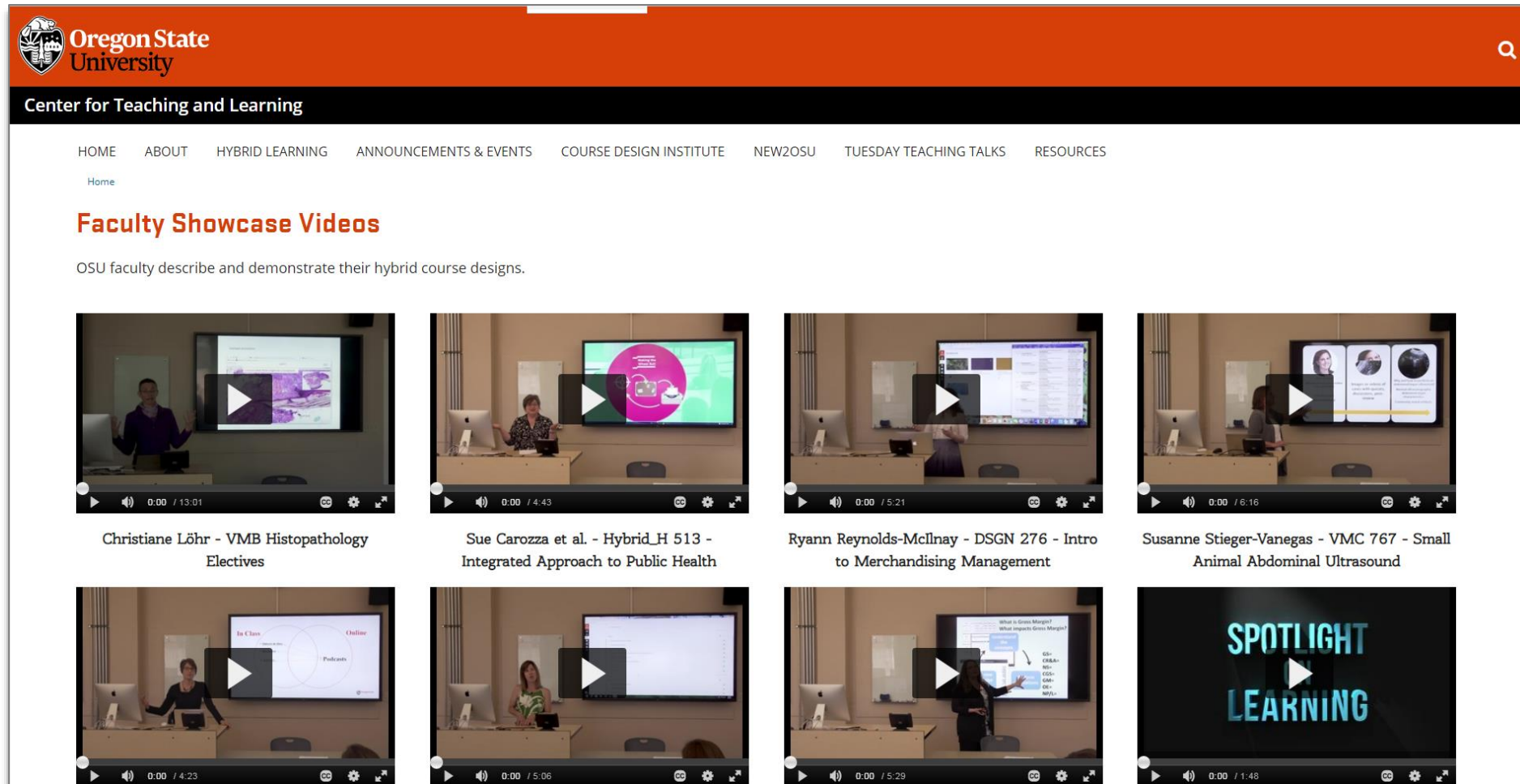
- Be explicit about the amount of self-motivation needed to be successful in hybrid and online
- Despite reduced or no class time, there is a lot of work
 - Students often underestimate the amount of time needed
- Students (and instructor) must come prepared for class (hybrid)
- Avoid using classtime for lecture (except to clarify key/complex subjects).
- Pre-class reading quizzes are essential. And unloved.
- First time hybrid or online? Start small! Keep it simple! Increment slowly!
- Get it right. Problems in an online class can blow up; individual help needed for each student
- Discussion boards
 - Perceived as busy work
 - Due dates, grades and instructor review all essential for engagement



Resources

- Ecampus Research Unit – Publications, projects and tools
- [Online Learning Efficacy Research Database](#)
 - Searchable resource of academic studies on learning outcomes of online and/or hybrid education in comparison to face-to-face environments, hosted by Ecampus
- Effective Hybrid teaching practices
- Blended Course Design workbook
- [Hybrid Showcase presentations](#)

OSU's Hybrid Faculty Showcase (70+ videos)



The screenshot displays the Oregon State University Center for Teaching and Learning website. The header features the OSU logo and navigation links: HOME, ABOUT, HYBRID LEARNING, ANNOUNCEMENTS & EVENTS, COURSE DESIGN INSTITUTE, NEW2OSU, TUESDAY TEACHING TALKS, and RESOURCES. The main content area is titled "Faculty Showcase Videos" and includes a brief description: "OSU faculty describe and demonstrate their hybrid course designs." Below this, there is a grid of eight video thumbnails, each with a play button and a progress bar. The videos are as follows:

- Christiane Löhner - VMB Histopathology Electives
- Sue Carozza et al. - Hybrid_H 513 - Integrated Approach to Public Health
- Ryann Reynolds-McInay - DSGN 276 - Intro to Merchandising Management
- Susanne Stieger-Vanegas - VMC 767 - Small Animal Abdominal Ultrasound
- [Video 5: A woman presenting a Venn diagram with "In Class", "Online", and "Hybrid" categories]
- [Video 6: A woman presenting a slide with a large "X" and the text "What is Gross Margin?"]
- [Video 7: A woman presenting a slide with a large "X" and the text "What is Gross Margin?"]
- [Video 8: A video titled "SPOTLIGHT LEARNING" with a play button]

Online Learning Efficacy Research Database

Online Learning Efficacy Research Database

Filters

Discipline
All disciplines

Modality
☐ Traditional
☐ Web-facilitated
☐ Blended/hybrid
☐ Fully online

Peer-reviewed
☐ Only peer-reviewed

Sample
Size:
Any
Education level:
Any
Date range
Any to Any
Journal
All journals

Showing 1 - 10 of 248 citations

Virtual and traditional classes of English language at UQU: A comparative study of learning outcomes.
Al-Asmari, A.
Many earlier studies assessed virtual vs. traditional learning outcomes. The majority of them had two limitations. (1) learners self-selection of virtual classes, and (2) the lack of exams ... [\[more\]](#)
2019, Saudi Journal of Humanities and Social Sciences, 4(5), 311-315.
English Language | Traditional, Fully online | 1,363 Undergraduate

Comparison of academic performance of students in online vs traditional engineering course.
Blr, D.D.
Universities in the U.S. typically offer to teach introductory engineering courses in large classes to tackle the increase in undergraduate engineering enrolment and to save on cost ... [\[more\]](#)
2019, European Journal of Open, Distance and E-learning, Distance and E-Learning, 22(1).
Engineering | Traditional, Fully online | 80 Undergraduate

Online versus face-to-face public speaking outcomes: A comprehensive assessment.
Broeckelman-Post, M. A. , Hyatt Hawkins, K. E. , Arciero, A. R. , Malterud, A. S.
In an attempt to meet rising student demand and cost-effectively deliver instruction, colleges and universities are offering more online courses. Despite the increasing growth of the online format, ... [\[more\]](#)
2019, Basic Communication Course Annual, 31, 144-170.

About the database

This Ecampus Research Unit project is a searchable resource of academic studies of education efficacy across modalities. Filter by discipline or journal to find research in your subject area of interest. [View overview](#) or [read the FAQ](#).

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Thank you

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