

# 2017-2018 OEC Survey of Online and Hybrid Teaching

Raven Chakerian,  
Online Education Committee Chair

# Objectives for F.S. Executive Committee Meeting

## **SURVEY**

- Share results
- Offer recommendations
- Request support and guidance for distribution of results

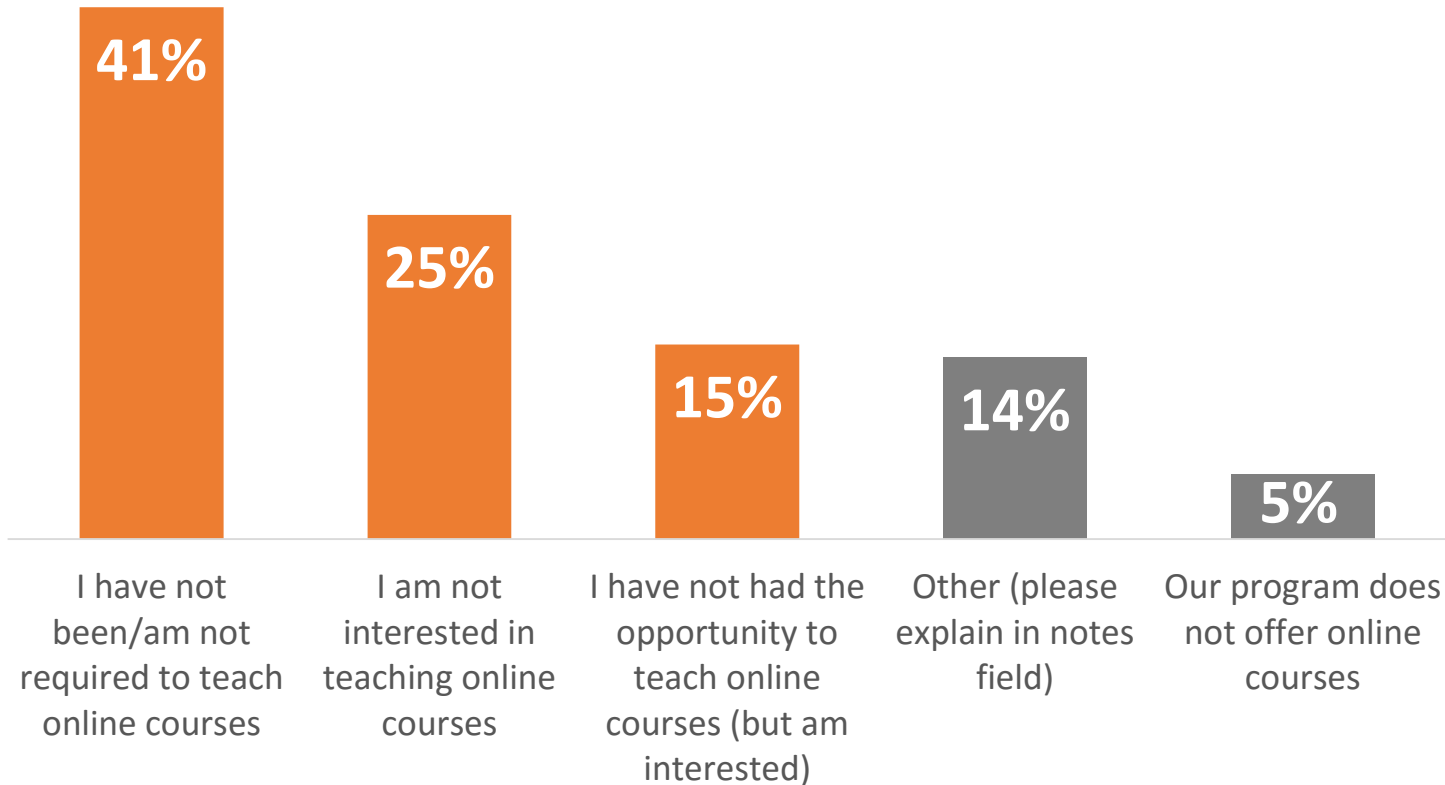
## **ONLINE/HYBRID PEER-REVIEW TOOL**

- Share purpose
- Share timeline
- Request support and guidance for distribution of tool

# Survey Objectives

1. Establish what the most important topics are with regards to online and hybrid education from the perspective of OSU faculty in order to inform the Online Education Committee's work
2. Determine if faculty/instructors are evaluated for their online and hybrid teaching and by who
3. Determine what impediments may inhibit faculty/instructors from developing and/or teaching online and hybrid courses

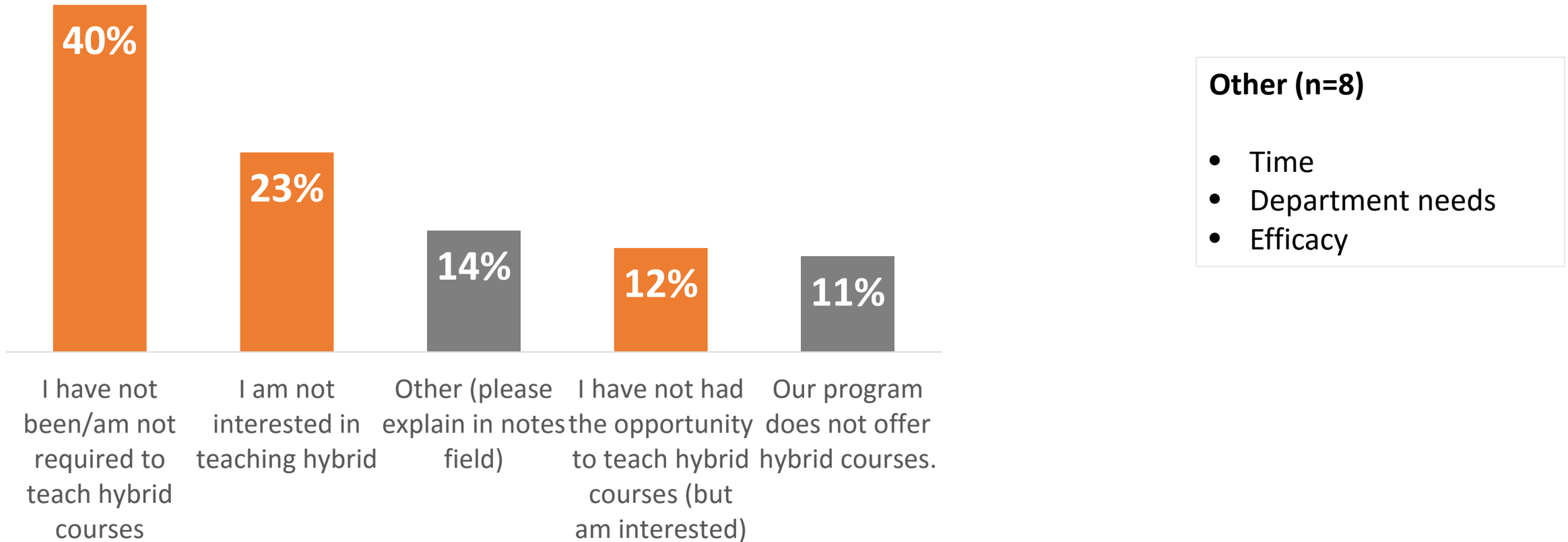
# Q7. Why have you not **taught** online courses? Please select all that apply



- Other (n=8)**
- Departmental needs
  - Department rules
  - Efficacy
  - Irregular

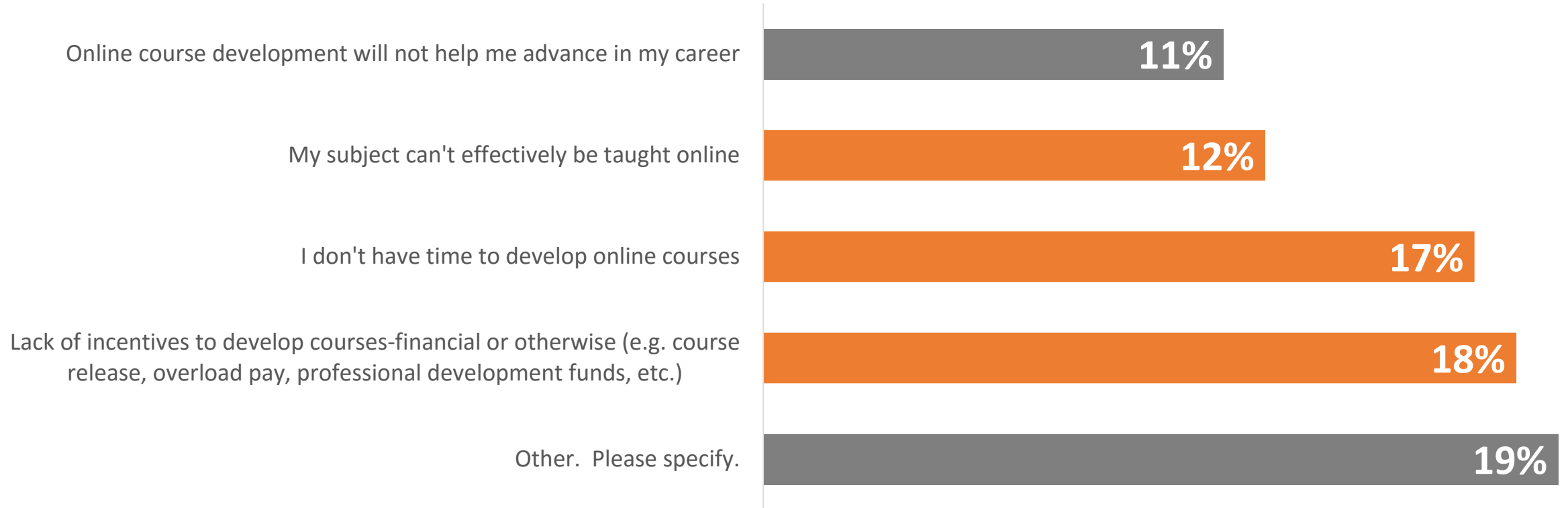
n=59

Q8. Why have you not **taught** hybrid courses? Please select all that apply



n=57

## Q10. Why have you not **developed** an online course in the past 5 years?

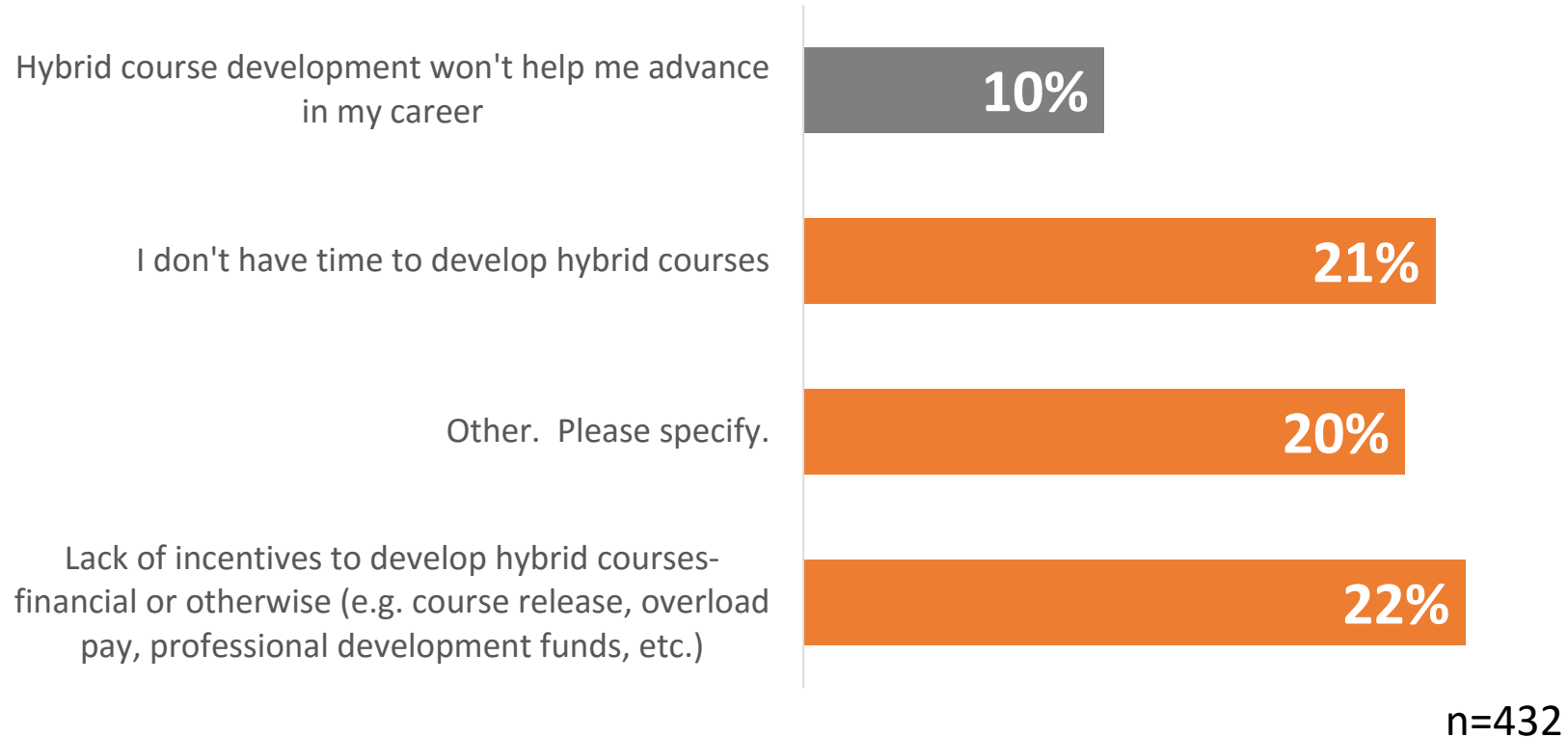


### Other (n=88)

- Haven't been asked to/haven't had the opportunity
- Dislike
- Efficacy

n=355

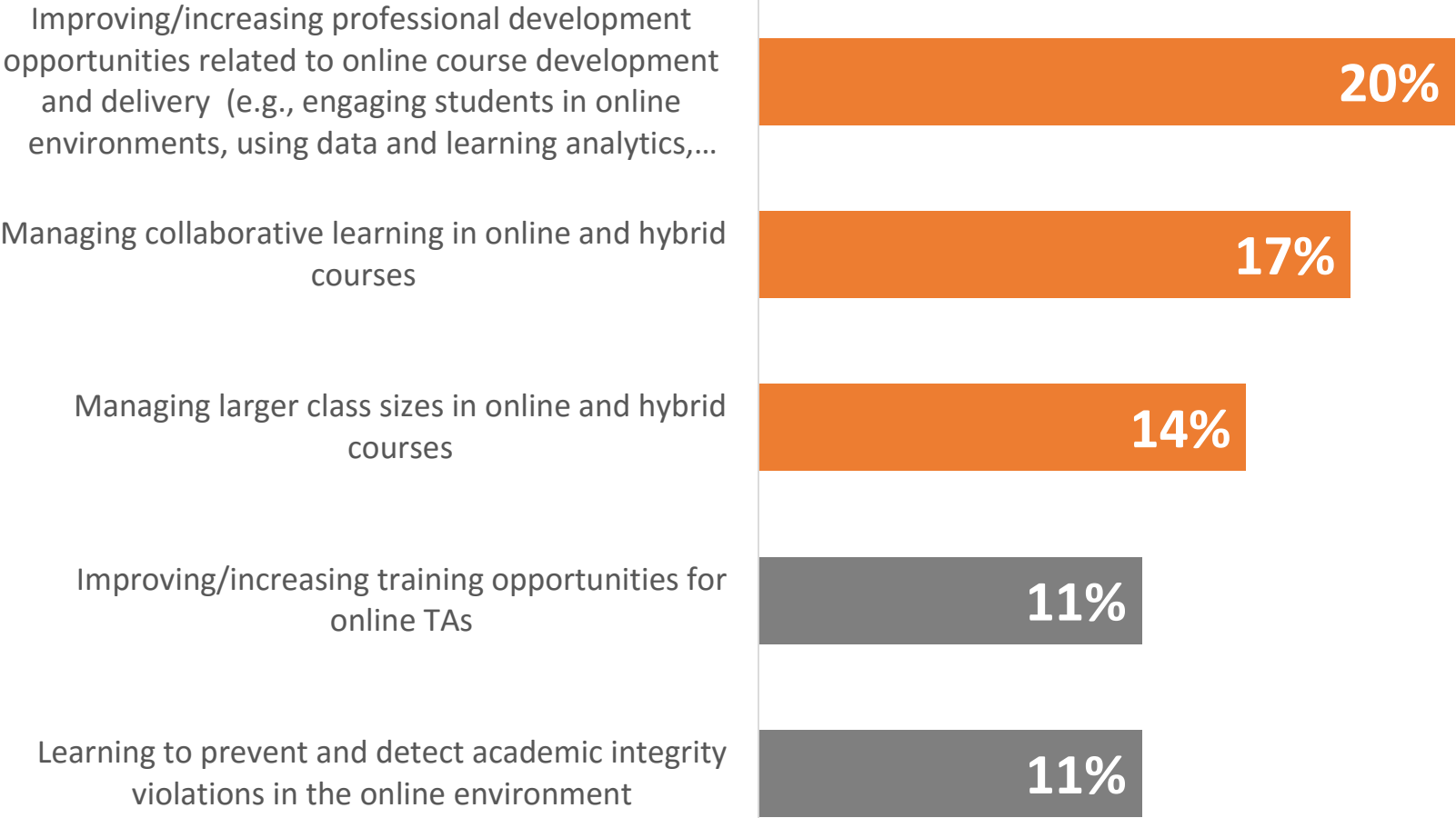
## Q12. Why have you have not **developed** a hybrid course in the past 5 years?



### Other (n=88)

- Have not been asked/haven't had the opportunity
- Efficacy

Q16. With regards to **online course design and delivery** select up to three issues of importance to you related to training, professional development, and support



678 responses



Q16. With regards to **online course design and delivery** select up to three issues of importance to you related to training, professional development, and support

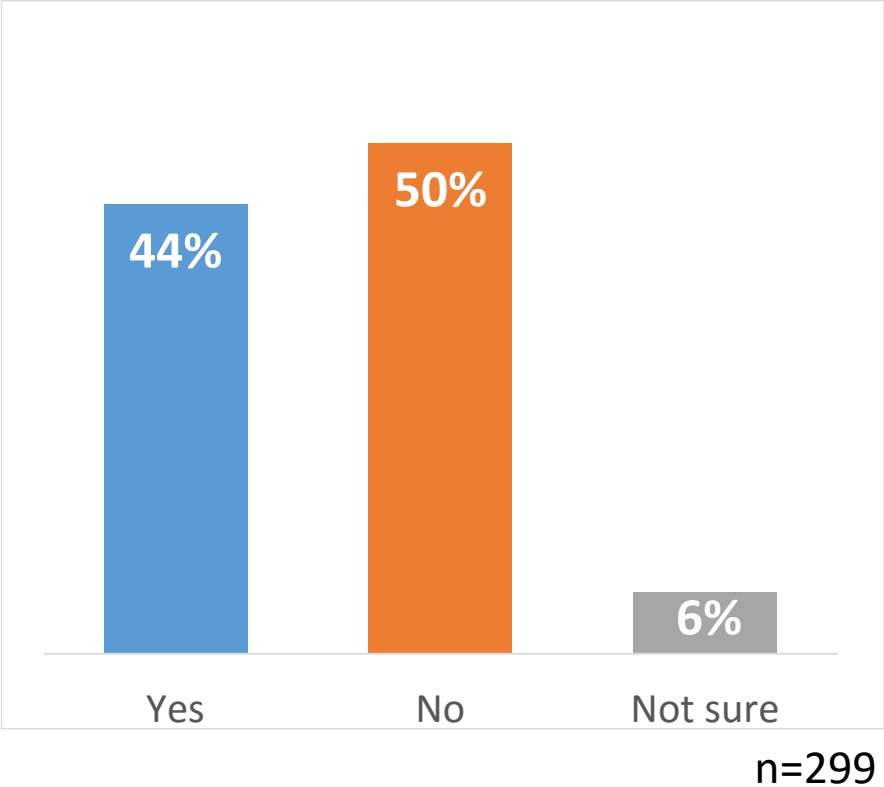
**Improving/increasing professional development opportunities related to online course development and delivery (please explain) (n=29)**

- Pedagogy/Best practices
- Technology Canvas
- Time

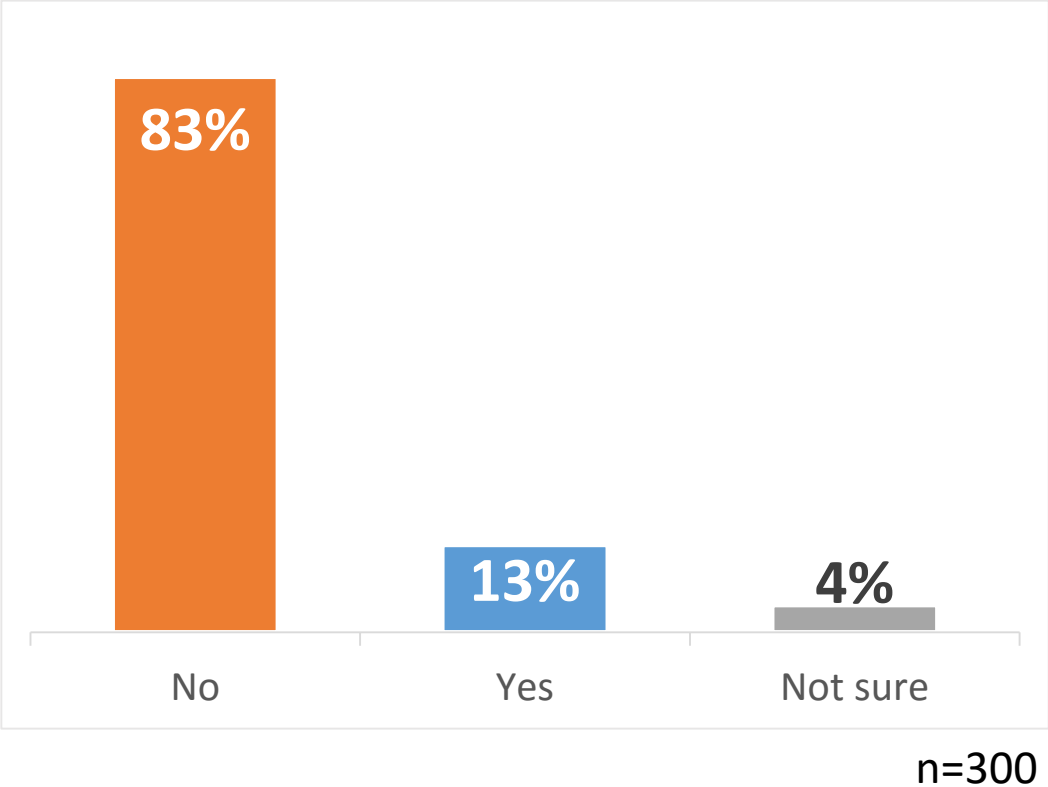
**Other. Please specify (n=43)**

- Time/Compensation
- Technology/Pedagogy

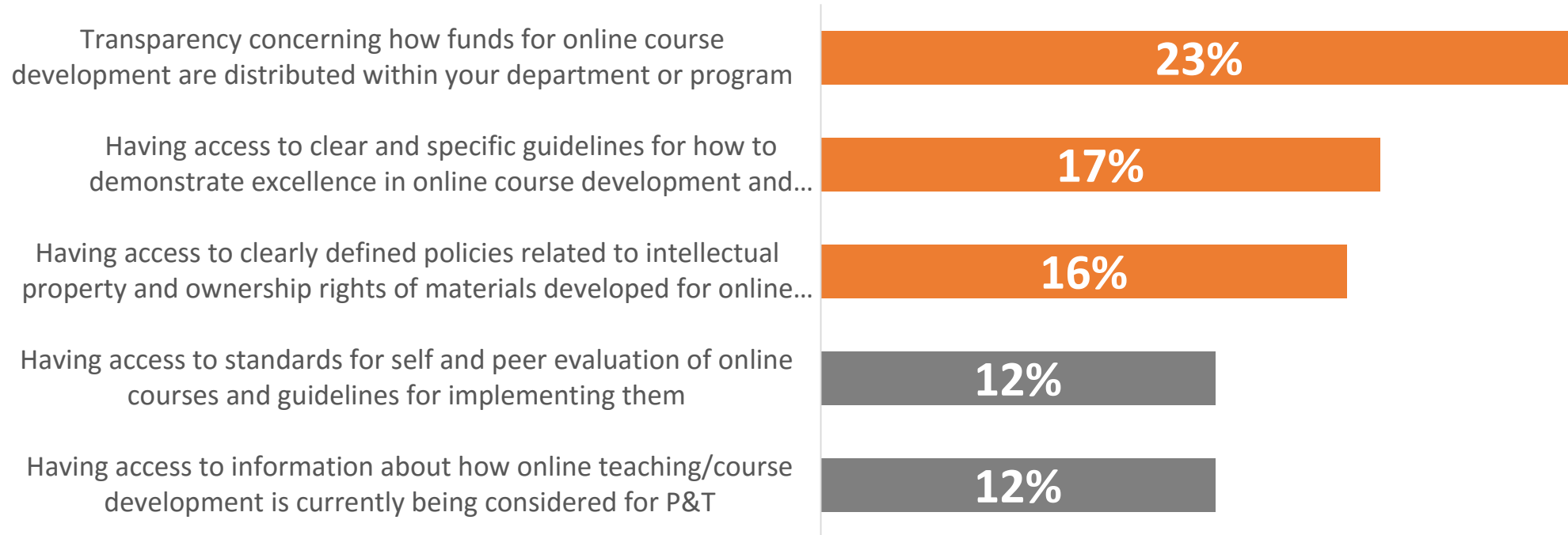
Q13. Have you participated in the OSU Ecampus “Developing an Online Course” training?



Q14. Have you participated in a Hybrid Faculty Learning Community through the Center for Teaching and Learning?



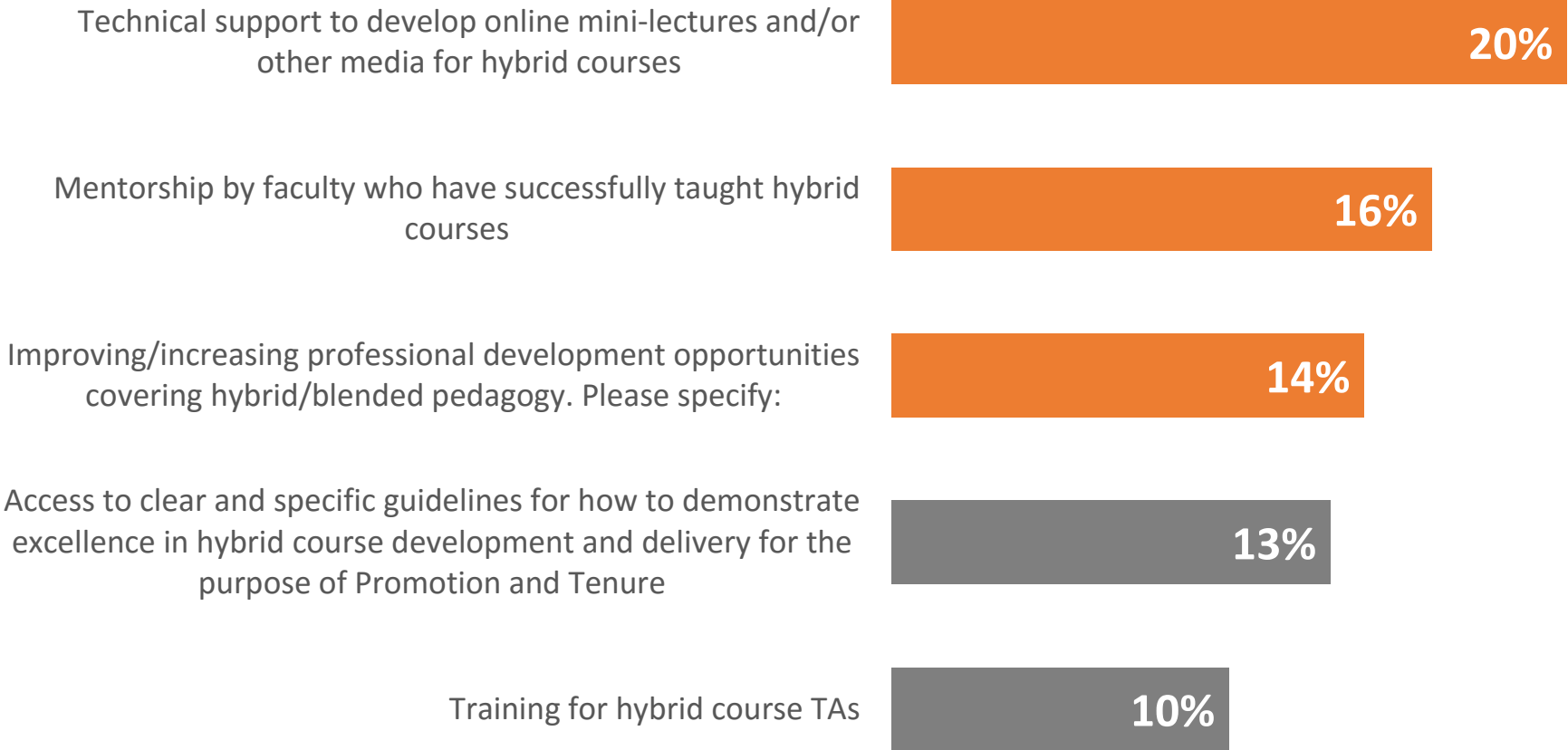
Q17. With regards to **online program creation and management**, select up to three issues of importance to you related to policy, procedures, and philosophical questions



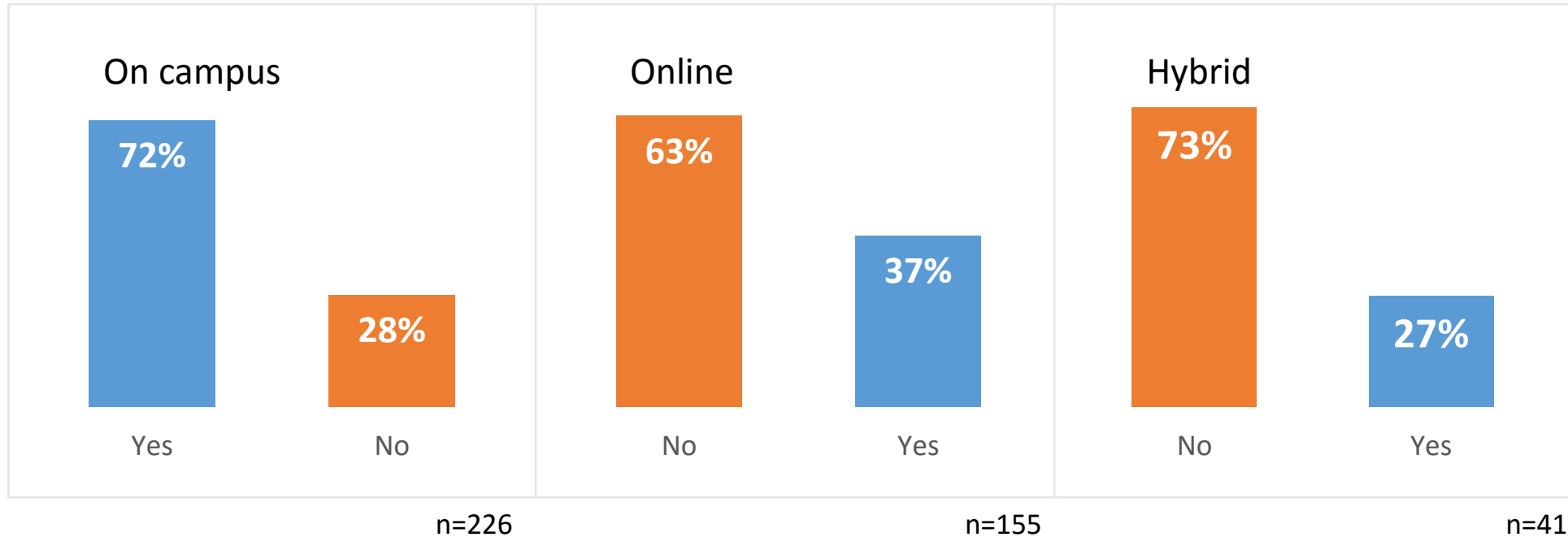
**Other. Please specify (n=41)**

- Data/Research/Evidence
- Lack of time/compensation/support

Q18. Please help us identify top issues related to **hybrid education** that the OEC should focus on during the next three years



Q22, 23, 25. Has anyone at OSU ever observed your teaching in your \_\_\_ courses as part of a formal review process?



Q27. If your online or hybrid course was going to be reviewed for professional development or promotional purposes, what attributes would you look for in your ideal peer-reviewer? Please list three attributes you would hope for

- Online/hybrid experience, knowledge of online/hybrid pedagogy (N=143)
- Content/Discipline Knowledge (N=84)
- Constructive Criticism/Communication/Open-mindedness (N=40)

Q29. Please list a few ways that your teaching practices or teaching philosophy have changed

- Active Learning (n=44)
- Communication/Feedback (n=26)
- Canvas/Technology/Online Tool Use (n=22)
- Course Organization (n=18)
- Learning Goals (n=13)
- Flipped Classroom (n=13)
- Perceived Value of Online/Hybrid Approaches (n=12)

Q30. If there are any other comments/questions you would like to share with the Online Education Committee, please do so here

- Support (n=29)
- Time (n=29)
- Quality (n=27)
- Equity (n=22)
- Training (n=14)



# Recommendations:

- Communication/encouragement of professional development for online education
- Technical support for media development for hybrid education
- Increased peer reviews for online/hybrid courses
- Clarification of intellectual property policies for Ecampus materials
- Greater transparency of funding models for Ecampus development
- Creation of guidelines for P&T for online faculty

# Online/Hybrid Peer-Review Tools

## **Background/Need**

- Online/Hybrid reviews are less frequent (see survey)
- Lack of available tools/knowledge

## **Tools in Progress**

- Online Observation Guide
- Hybrid Observation Guide

## **Description**

- Designed for P&T or annual reviews
- Not proscriptive – can be modified for individual program needs
- Draw from work of Dr. Ann Taylor from Penn State, OLC, and QM

## **Timeline**

- Current draft was created during multiple meetings (2017-18)
- Hybrid version: “under construction”
- Online draft has been reviewed by OEC, Ecampus, and CTL – feedback intake underway
- Online version is currently being piloted
- Future – Both documents to be shared with wider OSU community