

Beyond Disruption: Delivering on OHIO's Promise of Transformation

The best student-centered learning experience in America



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Senior Vice Provost for Instructional Innovation

- New position for OHIO
- Aligns Center for Teaching and Learning, Elearning, and Academic Technology Instructional Designers
- Better coordinate instructional support and provide strategic focus around instructional innovation

Agenda

- Framing the need for innovation
- Notions of transformation
- Expansive thinking about innovation
- A vision for online learning at OHIO
- The role(s) of RHE

Frame: Coming Disruption?

The Decade Ahead: 5 Disruptive Forces

Completion

- Low completion rates
- More skilled jobs
- Flat attainment

Demographics

- More diversity
- Less prepared
- The swirl

Sea of Red Ink

- Institutional debt
- State role in higher ed
- Family ability to pay

Improved Alternatives

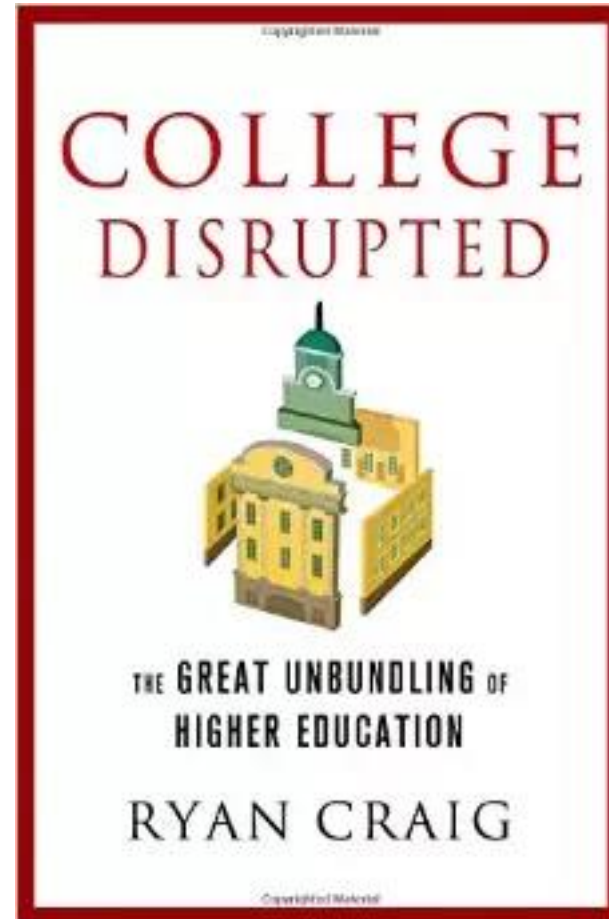
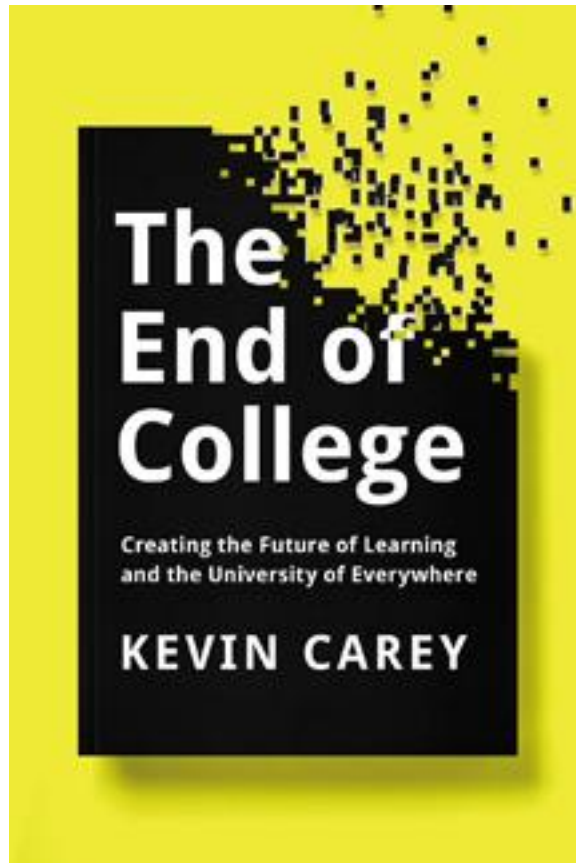
- Next generation learner
- Flipped classroom
- The great unbundling

Value

- What am I learning?
- Will I get a job?
- Make enough to pay debt?

Jeff Selingo

Frame: End of (Public) Universities?



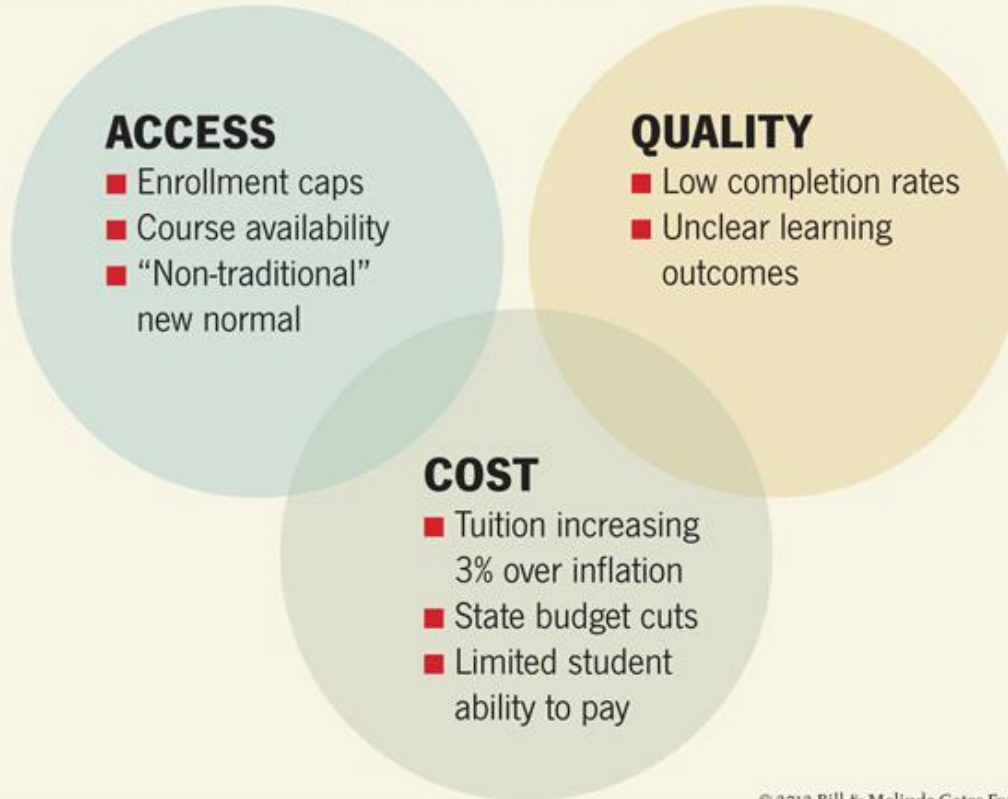
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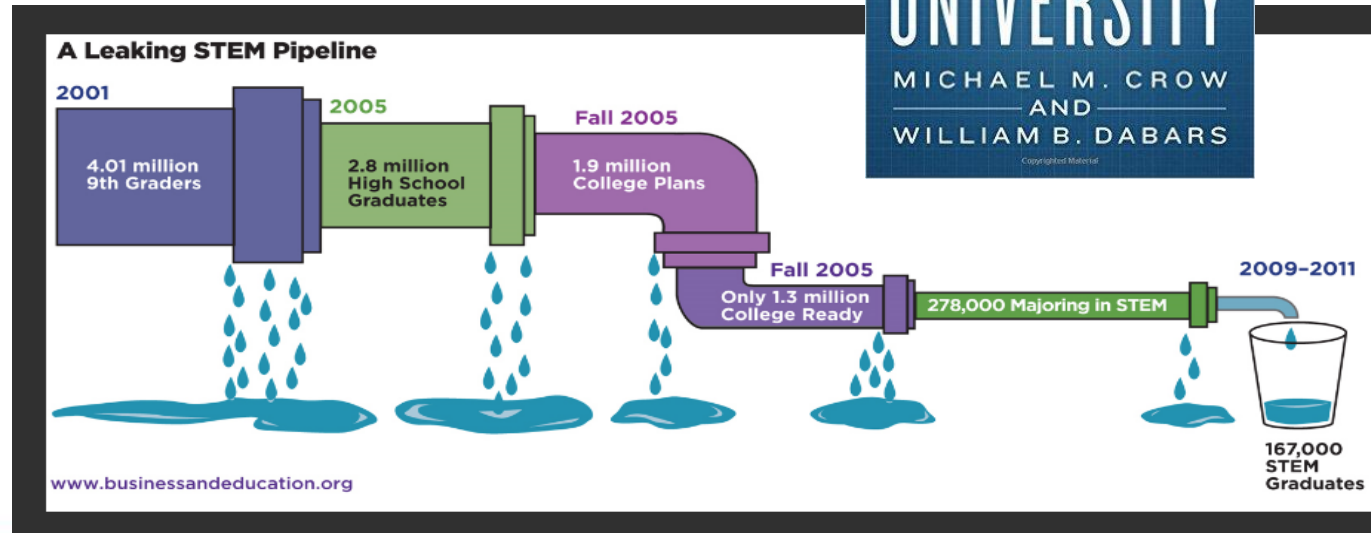
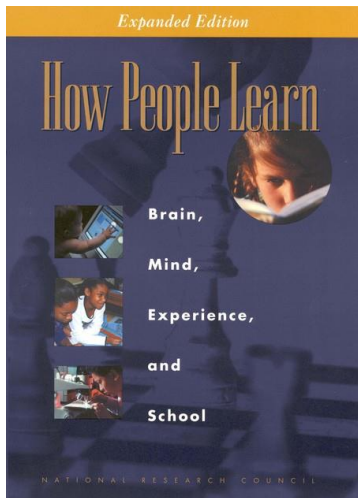
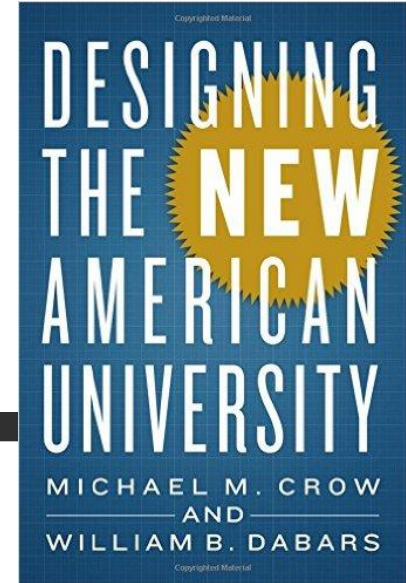
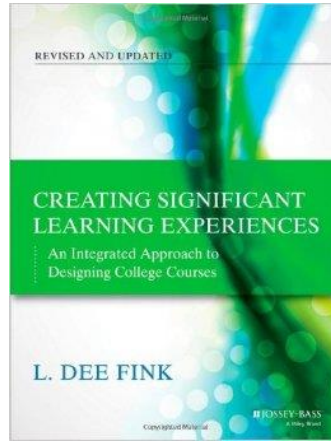
Frame: The Iron Triangle

Figure 1: Three challenges for the next decade



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Frame: Enlightenment and Opportunity



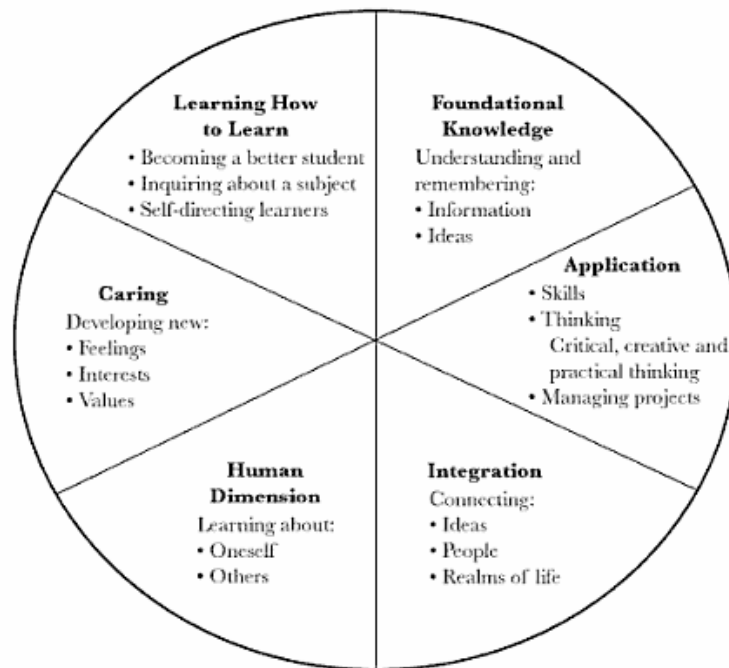
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Transformative Education

FIGURE 2.1. TAXONOMY OF SIGNIFICANT LEARNING.



Dee Fink, A Self-Directed Guide to Designing Courses for Significant Learning

Transformative Education

There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says "Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes "What the hell is water?"

- David Foster Wallace, *This Is Water: Some Thoughts, Delivered on a Significant Occasion, about Living a Compassionate Life*

A Key to Transformative Learning

The connection between integrative thinking, or experiential learning, and the social network, or participatory culture, is no longer peripheral to our enterprise but is the nexus that should guide and reshape our curricula in the current disruptive moment in higher education learning.

--Randy Bass,

<http://www.educause.edu/ero/article/disrupting-ourselves-problem-learning-higher-education>

Expansive Innovation

- Learning Spaces
- Integrated Places
- Technologies, expertise, partnerships...

The Triangle, Revisited

- Efficiency
 - Unbundling, flipping, curricular modularization
- Quality
 - Learning spaces/places, merging the mission, authentic learning and assessment
- Access
 - Extending our reach via technology, stackable certs, scaffolding and readiness, partnership

Elearning Update

- April 14 mini-retreat
- Ongoing task force includes Exec Dean Willan
- Projected 3-5 year phased plan to position OHIO for sustained growth with mature online learning operation
- Draft vision shared with academic leadership
 - Guiding principles
 - Aligning functions and services
 - Challenges

Guiding Principles

1. Online learning should be thought of as a modality, like a classroom option, that is available at the course and program level.
2. Online learning should be treated, to the greatest degree possible, in the same way traditional academic operations are treated.
3. Students enrolled in wholly or largely online programs should experience a high quality of care and made to feel a part of the OHIO community.

Aligning Function and Services

Service/Function	Description	Responsible Unit
Academic program lead and instructors	Program initiator, academic lead and manager of program, and recruitment of instructors responsible for courses	As is with traditional operation (Academic Unit)
Seed funding for program startup	Funds to support initial environmental scan and preliminary market analysis, project planning, and associated start up costs	SVPII
Market analysis	Preliminary analysis to determine whether and what kind of market there is for a proposed program	Enrollment management
Budget plan for new programs	Up front planning to estimate launch and ongoing costs, anticipated revenue, and distribution to cover resource needs	SVPII (of course, this will involve working closely with academic units, budget and finance, and other support units)
Enrollment planning	Managing the student recruitment funnel from lead generation to the point of program enrollment	As is with traditional operation (Enrollment management)
Marketing and recruitment	Executing the enrollment plan, including search optimization and other digital first messaging strategies to attract student interest from lead generation to the point of program registration	Enrollment management
Enrollment and registration	Ensuring smooth handoff from recruitment to facilitate student matriculation	As is with traditional matriculation (program manager, advisors in academic unit, registrar's office, perhaps with high volume call center triage in eLearning?)
Student orientation online	Ensure smooth handoff from enrollment, successful registration, community building and	As is with traditional engagement. (Instructional designers and OIT specialists may

Challenges

- Graduate vs. undergraduate operations
- AthensOnline vs. ECAM vs. RHE Online
- Budget/financial model complexity
- Change Management

Next steps

- Ongoing task force includes Exec Dean Willan
- Projected 3-5 year phased plan to position OHIO for sustained growth with mature online learning operation

The Role(s) of RHE

- Distinctive programs
- Alignment to open access mission
- Curricular innovation
- Community-centered partnerships
- ...<insert your ideas here>...

Questions?

THANK YOU!
cohenb@ohio.edu

