

Is this something new?

Is there a problem here?

What does this have to do with teaching Animal Behavior?

A brief history of distance learning

3200 BCE: First written words
323BCE – 48CE: Library at Alexandria
1440: Guttenberg Press
1731: Philadelphia Free Library founded by Benjamin Franklin
1874: First institutionally sponsored correspondence courses in the US at Illinois Wesleyan University
1953: The University of Houston offers the first televised college credit classes via KUHT
1960: PLATO (Programmed Logic for Automated Teaching Operations) system developed at the University of Illinois at Urbana-Champaign.
1989: University of Phoenix Online campus open for business


Why should we offer online courses?

access to a broader population of students

self paced learning

student centered learning

better educational outcomes

?  ?

Why should we offer online courses?

access to a broader population of students

self paced learning

student centered learning

***better educational outcomes
Really?***


“Good against remotes is one thing...”



“For online education to become mainstream is kind of a depressing thought, because it is such a crappy experience. The bottom line is that learning online is a soul-destroying experience. It really, really stinks. It’s always second best to face to face learning.”


Marc Eisenstadt, Chief Scientist
Knowledge Media Institute, Open University

"Is that twoo?"



Aren't there thousands of studies documenting the success of online teaching...

U.S. DEPARTMENT OF EDUCATION



Evaluation of Evidence-Based Practices in Online Learning
A Meta-Analysis and Review of Online Learning Studies

Authors searched for evidence in articles published between 1996 and 2008.
1,132 articles claimed to present evidence of outcomes
but only 99 had objective measures and contrasted online with face-to-face learning
only 37 involved undergraduate courses

Conclusion:
some positive and negative effects
student time and motivation differed between modes
bias in drop-out rate/completion rate
(nb. parallel to performance bias between private/public schools)

US Dept of Education 2010 report

Are there elements of live, face to face teaching that can never be duplicated in an online course?

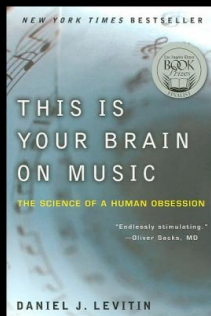
Are there elements of live, face to face teaching that can never be duplicated in an online course?

1. The 'live' experience.

Are there elements of live, face to face teaching that can never be duplicated in an online course?

1. The 'live' experience.
2. The social experience

1. What is the attraction of the live performance?



2. Visual, Auditory, Kinesthetic & SOCIAL learners.



What kind of courses are most easily replaced by an online course?

- Courses involving repeated practice, eg arithmetic.
- Courses that have been taught by the lecturer reading directly from notes.
- Courses that rely on the material in the textbook alone.
- Courses in which the student performance can be evaluated with a multiple choice exam.
- "Courses emphasizing memorization and regurgitation" Neumann, 1998

Ok, there are legitimate reasons to offer online courses.

And there is inherent value in live, face to face, teaching.

So what?




Training

Vs

Education

Then, why is there such enthusiasm from deans, presidents and arch-chancellors of many prestigious universities?

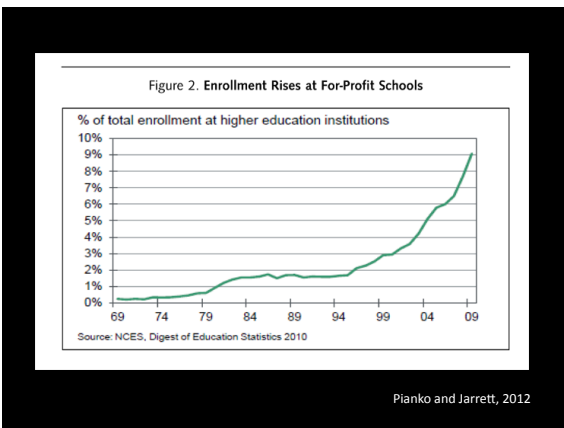


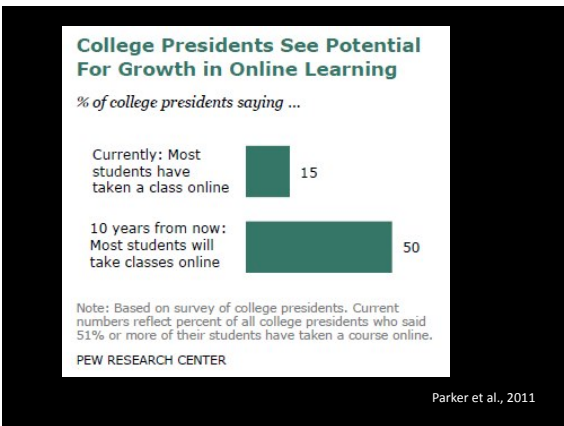
Arch Chancellor Redicully, Unseen University

“Follow the money,”



Agent Mark Felt, aka Deepthroat



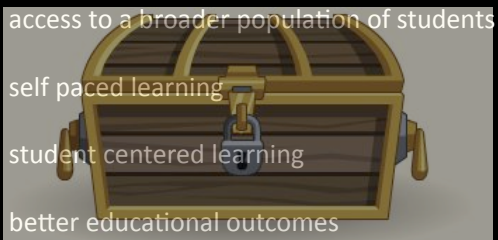


Follow the money further

- Online outsourcing companies, such as Embanet, Brisk Education, and Compass Knowledge Group, service clients such as
- George Washington University, Boston University, Northeastern University and University of Southern California.
- Online outsourcing companies take up to 85% of the tuition dollars for the courses they facilitate.

Marc Parry, July 18, 2010
The Chronicle of Higher Education

Why should we offer online courses?



TUITION DOLLARS


Now remind us:
What does this have to do
with OUR teaching?




Goals of biological curricula should be:

- “Demonstrate both the passion scientists have for their discipline and their delight in sharing their understanding of the world with students”
- “Introduce research experiences as an integral component of biology education for all students regardless of their major”
- “Ensure that all undergraduates have authentic opportunities to experience the process, nature, and limits of science.”






“Studying biology means practicing the skills of posing problems, generating hypotheses, designing experiments, observing nature, testing hypotheses, interpreting and evaluating data, and determining how to follow up on the findings.”



We have always taught this way.
The evidence is in our lectures
and in our texts.



Even if I am personally a luddite...



Early Luddites.

ABS recognizes the value of innovative teaching,

Screencasts: A Hybrid Course That Increases Student Engagement and Learning

David B. Miller
University of Connecticut
David.B.Miller@uconn.edu

<p>1. ABSTRACT</p> <p>In the Fall of 2008 I converted my large lecture course to a hybrid course and a pilot course. The pilot course was a screencast course. The hybrid course was a combination of a screencast course and a lecture course. The hybrid course was a combination of a screencast course and a lecture course. The hybrid course was a combination of a screencast course and a lecture course.</p>	<p>2. METHOD</p> <p>Create "Lecture" Edit Export</p>	<p>3. OUTCOME: COURSE GRADES</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>2008 Lecture</th> <th>2009 Hybrid</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>13</td> <td>17</td> </tr> <tr> <td>B</td> <td>25</td> <td>13</td> </tr> <tr> <td>C</td> <td>10</td> <td>0</td> </tr> <tr> <td>D</td> <td>0</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Grade	2008 Lecture	2009 Hybrid	A	13	17	B	25	13	C	10	0	D	0	0	F	0	0
Grade	2008 Lecture	2009 Hybrid																		
A	13	17																		
B	25	13																		
C	10	0																		
D	0	0																		
F	0	0																		
<p>4. POST-PRODUCTION EDITING</p> <p>After</p>	<p>4. OUTCOME: STUDENT ENGAGEMENT</p> <p>The number of students who engaged with the screencast course was significantly higher than the number of students who engaged with the lecture course. The number of students who engaged with the screencast course was significantly higher than the number of students who engaged with the lecture course.</p>	<p>7. CONCLUSION</p> <p>If student engagement is a goal, then right off the bat, the number of students who engaged with the screencast course was significantly higher than the number of students who engaged with the lecture course. The number of students who engaged with the screencast course was significantly higher than the number of students who engaged with the lecture course.</p>																		

and outstanding online resources should not be confused with 'mind numbing' online courses.

"Books will soon be obsolete in the public schools. Scholars will be instructed through the eye."

Thomas Edison



