TOP TEN MYTHS
About Online Teaching & Learning

ASU EdPlus
Arizona State University

Dr. Philip Regier University Dean for Educational Initiatives & CEO,
Dr. Julie Greenwood Vice Dean for Educational Initiatives
EdPlus, Arizona State University

Myth #10
Minority students do **worse** online than other students, and worse than if they attended a face-to-face environment

Reality
If students are supported with high quality services, **students from all demographic groups succeed**
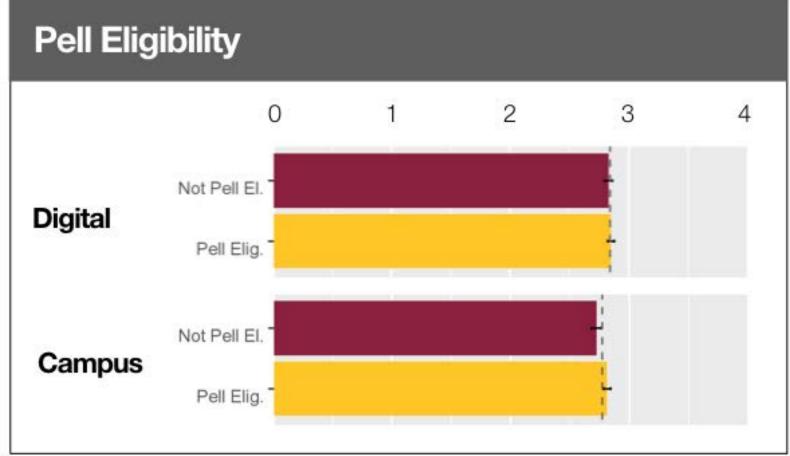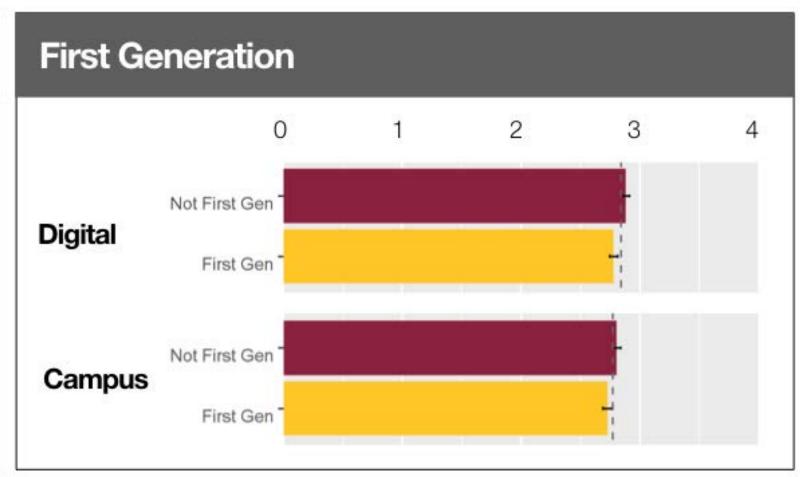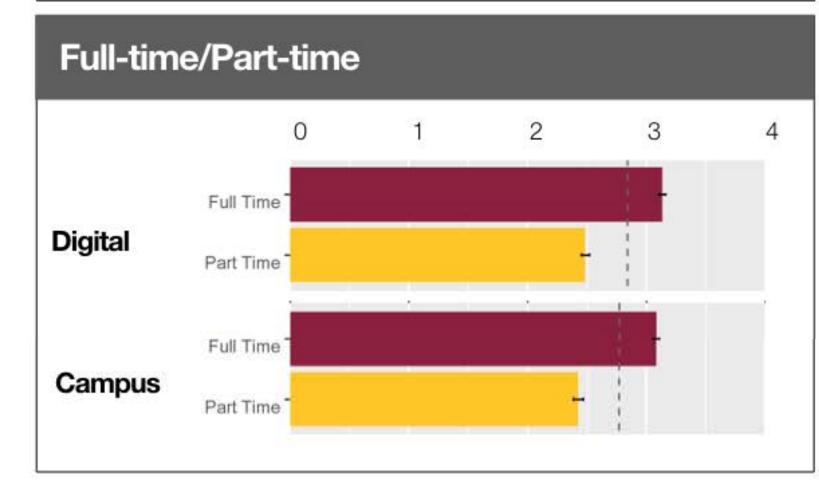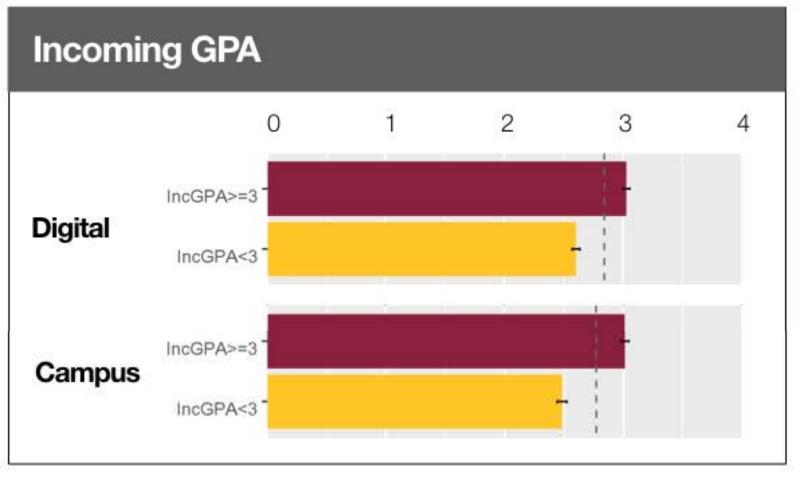
Cumulative GPA Comparisons

Digital Immersion & Campus Immersion by Categories, 95% CIs, Weighted Estimates

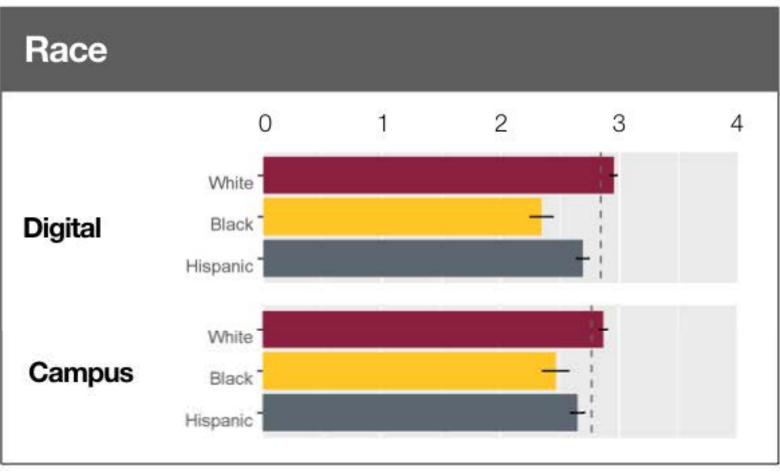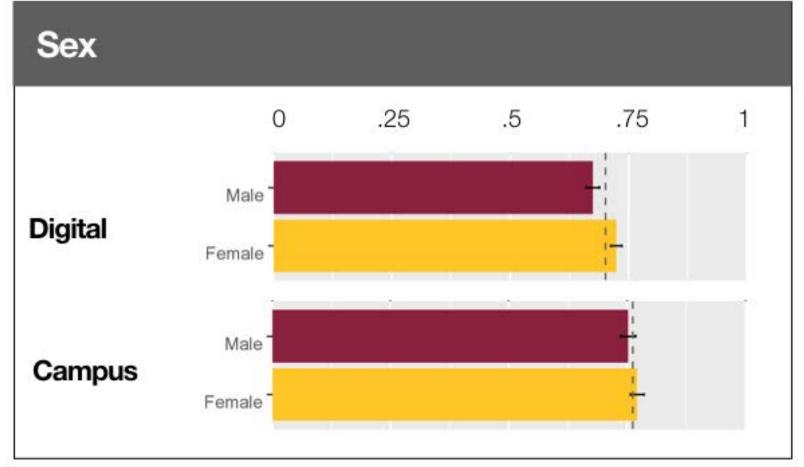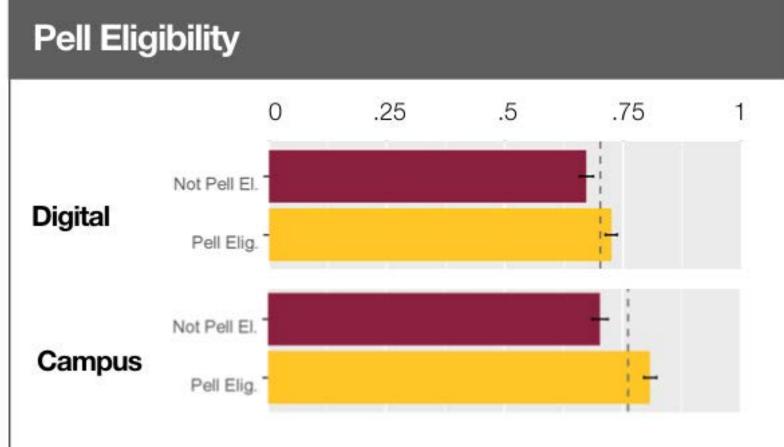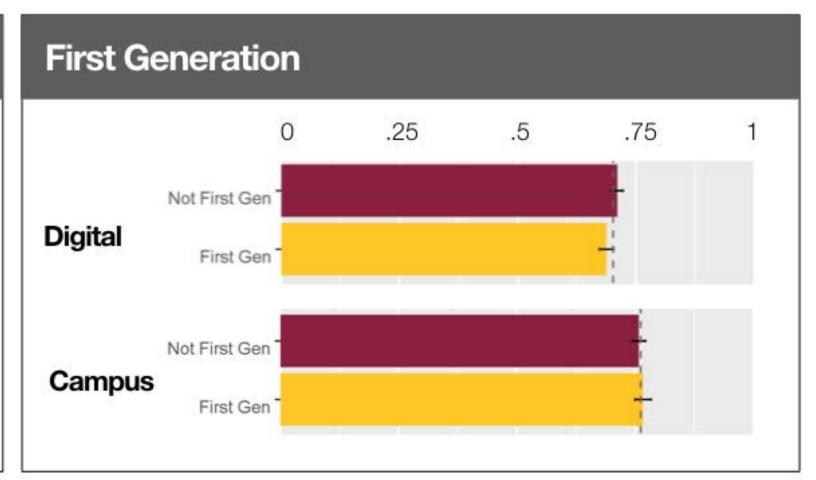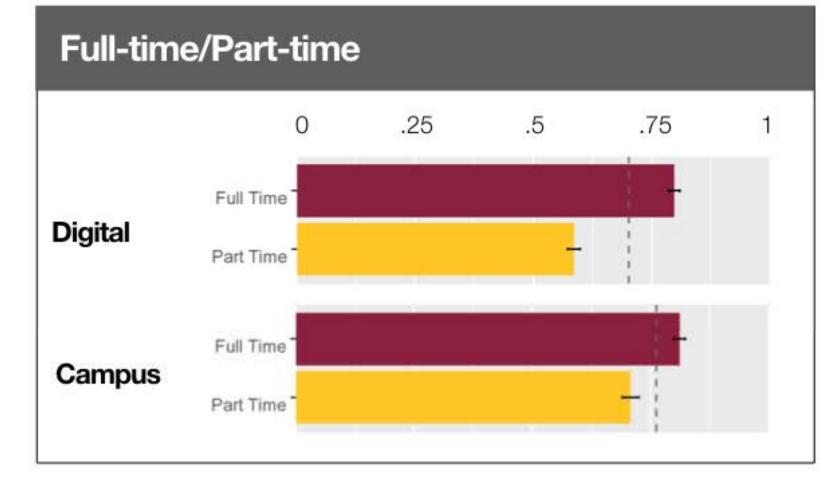# Year 1 to Year 2 Retention Comparisons

Digital Immersion & Campus Immersion by Categories, 95% CIs, Weighted Estimates

Myth #9
Online learning is a **passive experience,** performed in **isolation** by the learner

Video Discussion Groups

Student Community

Peer Critique

Virtual Labs

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The **students develop relationships** with each other and **engage in critical exchange** between and among each other as they develop their aesthetic, conceptual and technical photography skills.

Betsy Schneider
Lecturer, School of Art

Myth #8
Employers **won't** **hire** online graduates

What do recruitment experts say?

"Schools got better at the [online] delivery models, and hiring managers, particularly in the technology industries, became much more comfortable with it."

Nicole Cox
Chief Recruitment Officer
Decision Toolbox

The key for most of our clients and how we guide them is that the online degree is coming from an accredited program or school, and that really is the difference in what we're looking for."
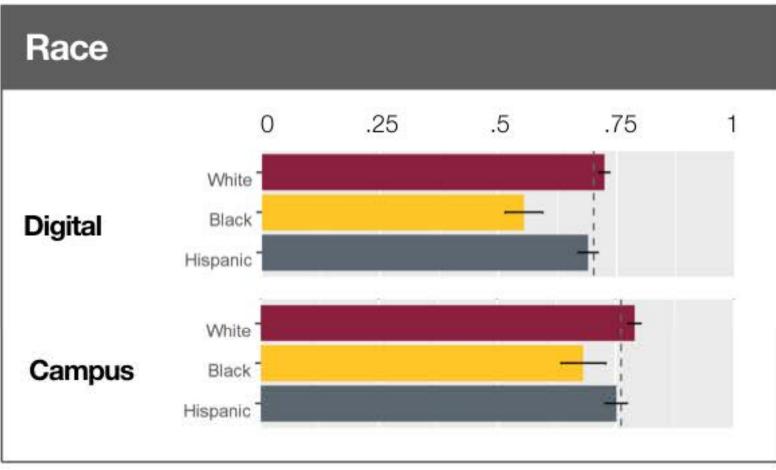
Mary M. Massad
Division President of Recruiting Services
Insperity

"The flexibility that [online is] offering – it's very appealing to an employer… strong time management illustrates a drive to further both an education and career."
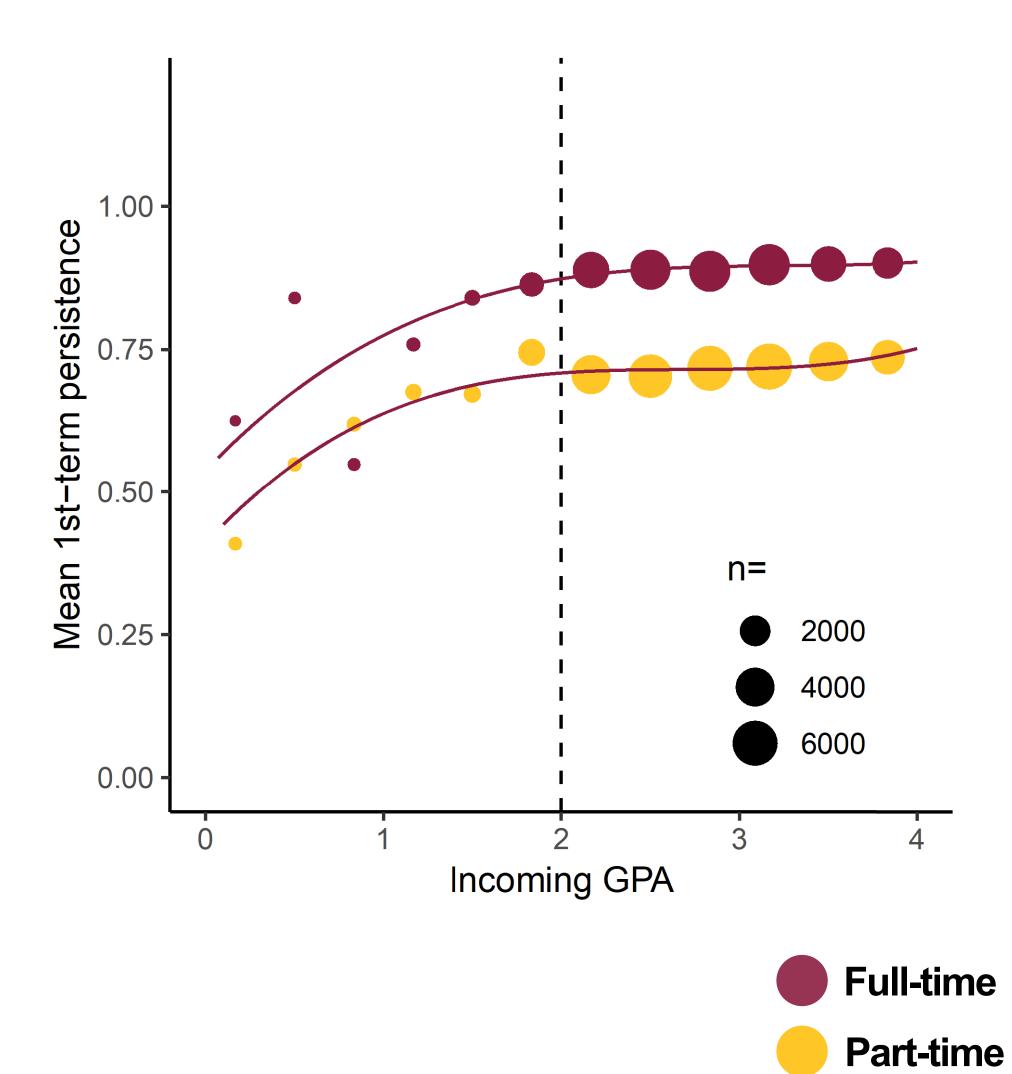
Chris Vennitti
President
HireStrategy

Myth #7
Online students **couldn't get admitted** to a "real" university.

At ASU, they meet **exactly the same admission standards** as our on-campus students.

ASU Online

Mean 1st-term persistence vs Incoming GPA

n=
- 2000
- 4000
- 6000

- Full-time
- Part-time

ASU Face-to-Face

Mean 1st-term persistence vs Incoming GPA

n=
- 5000
- 10000
- 15000
- 20000

- Full-time
- Part-time
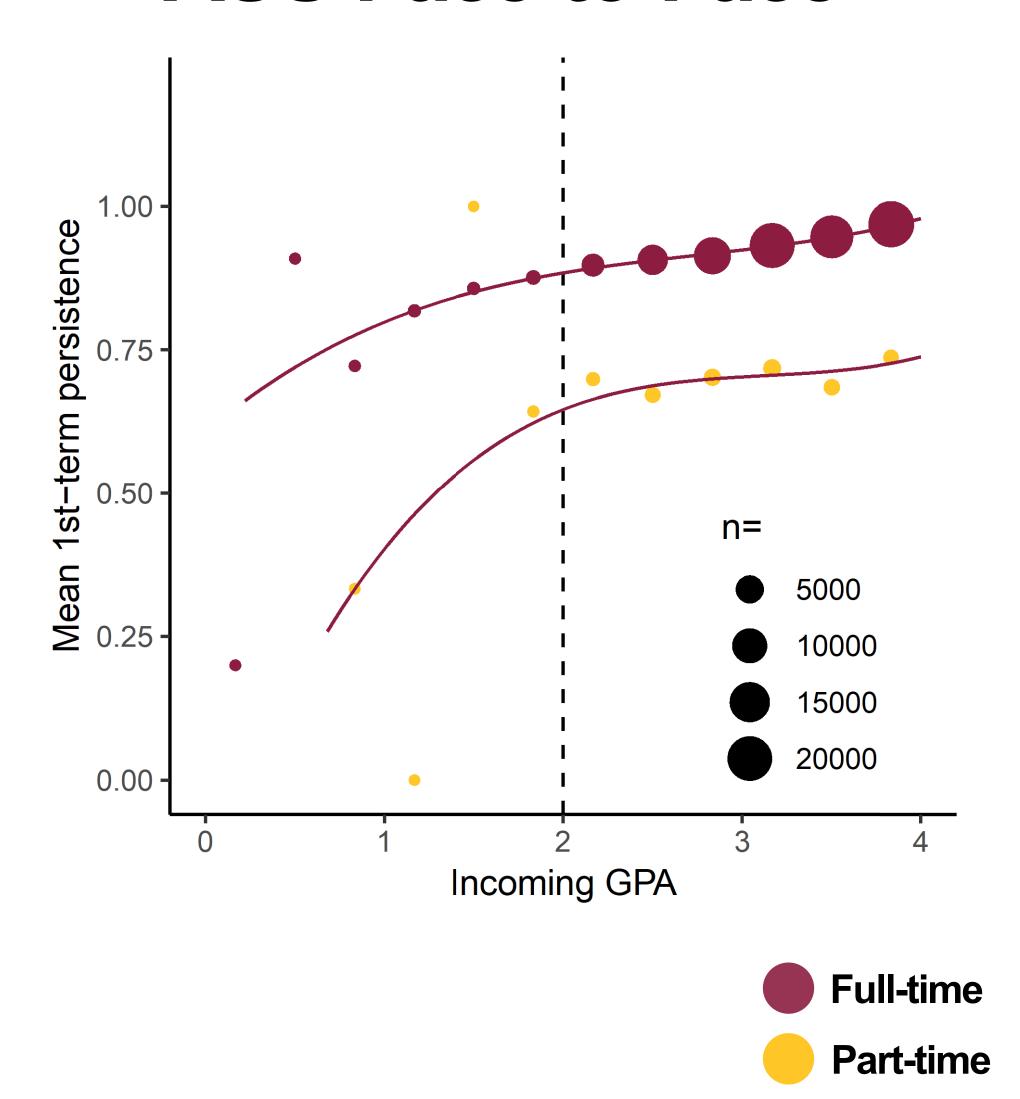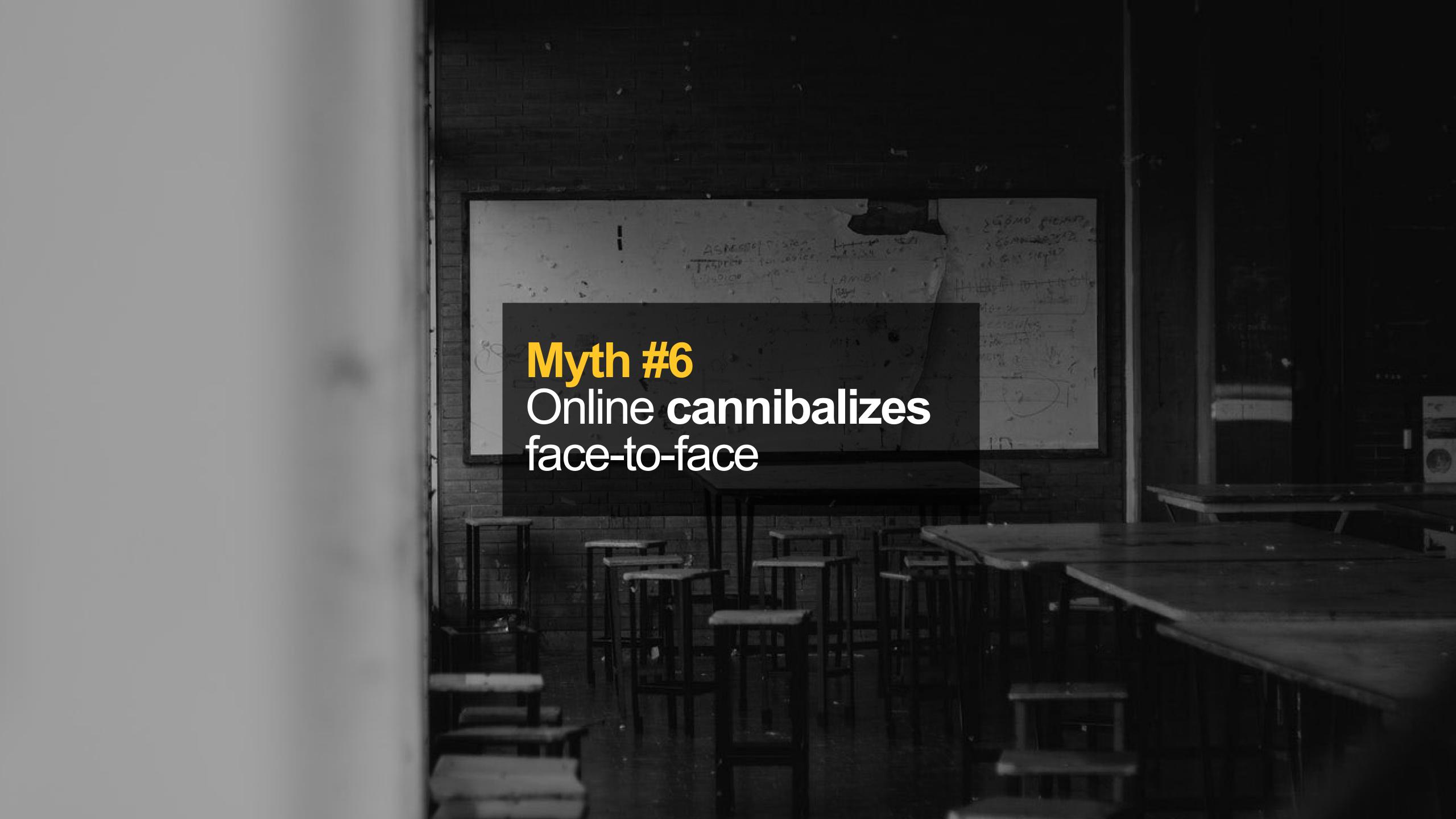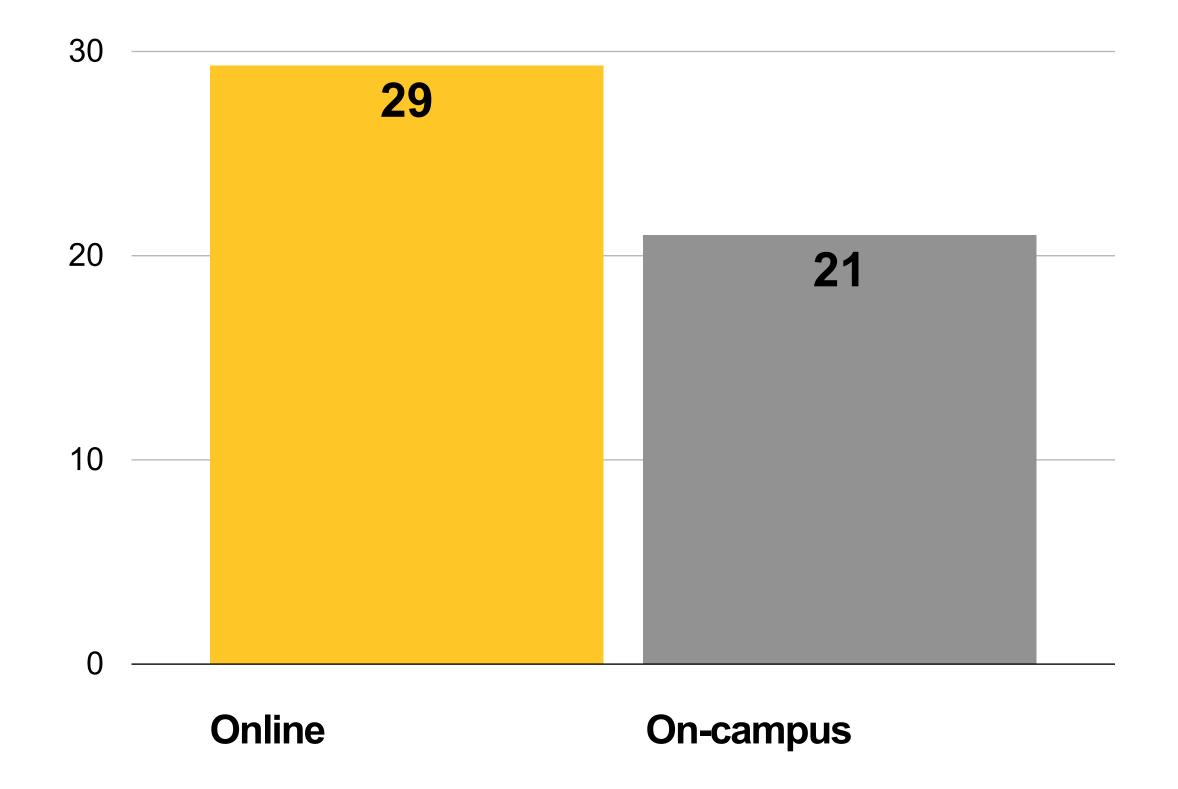
Myth #6
Online **cannibalizes**
face-to-face
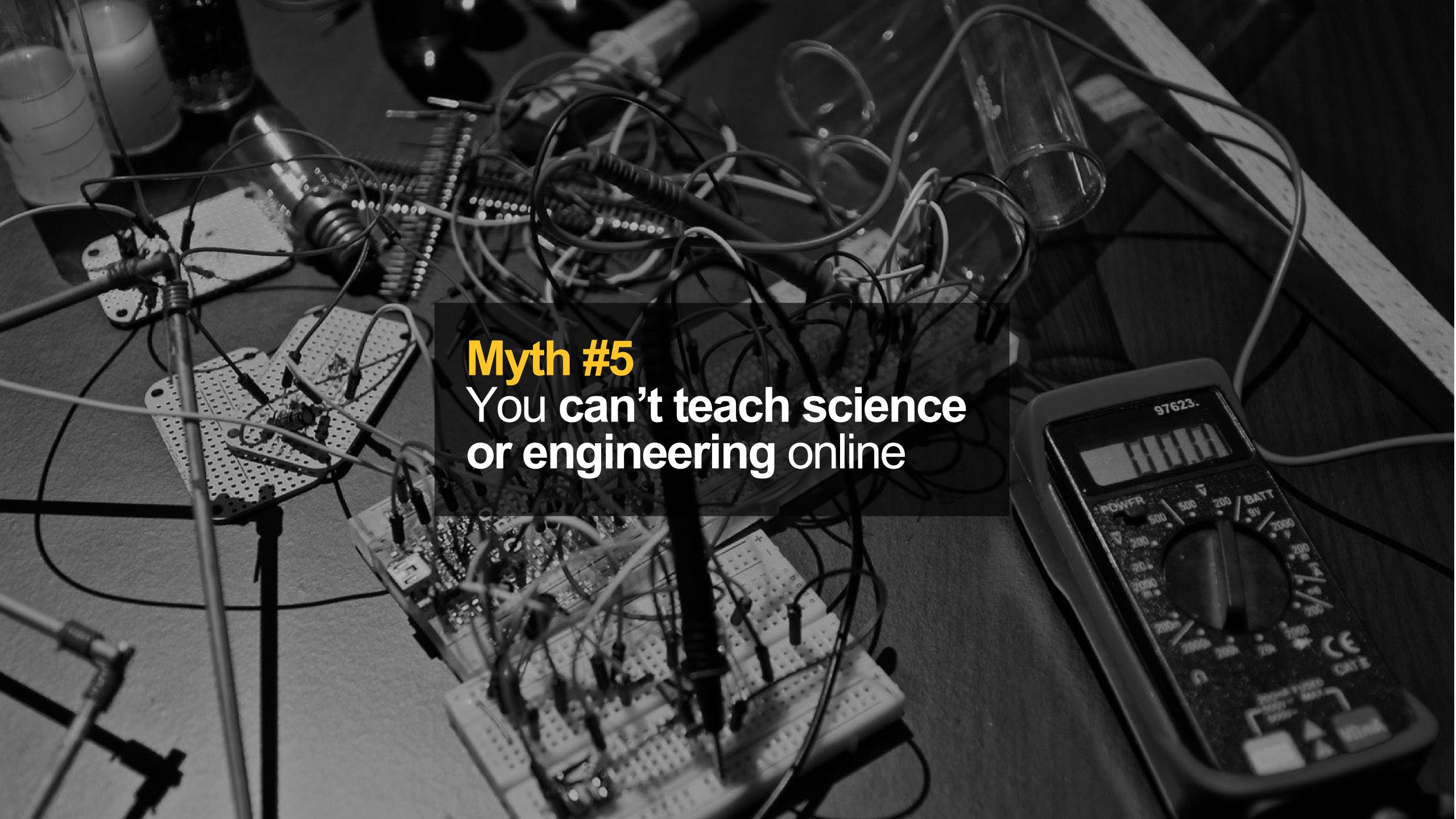
Average age of our students

Online: 29
On-campus: 21
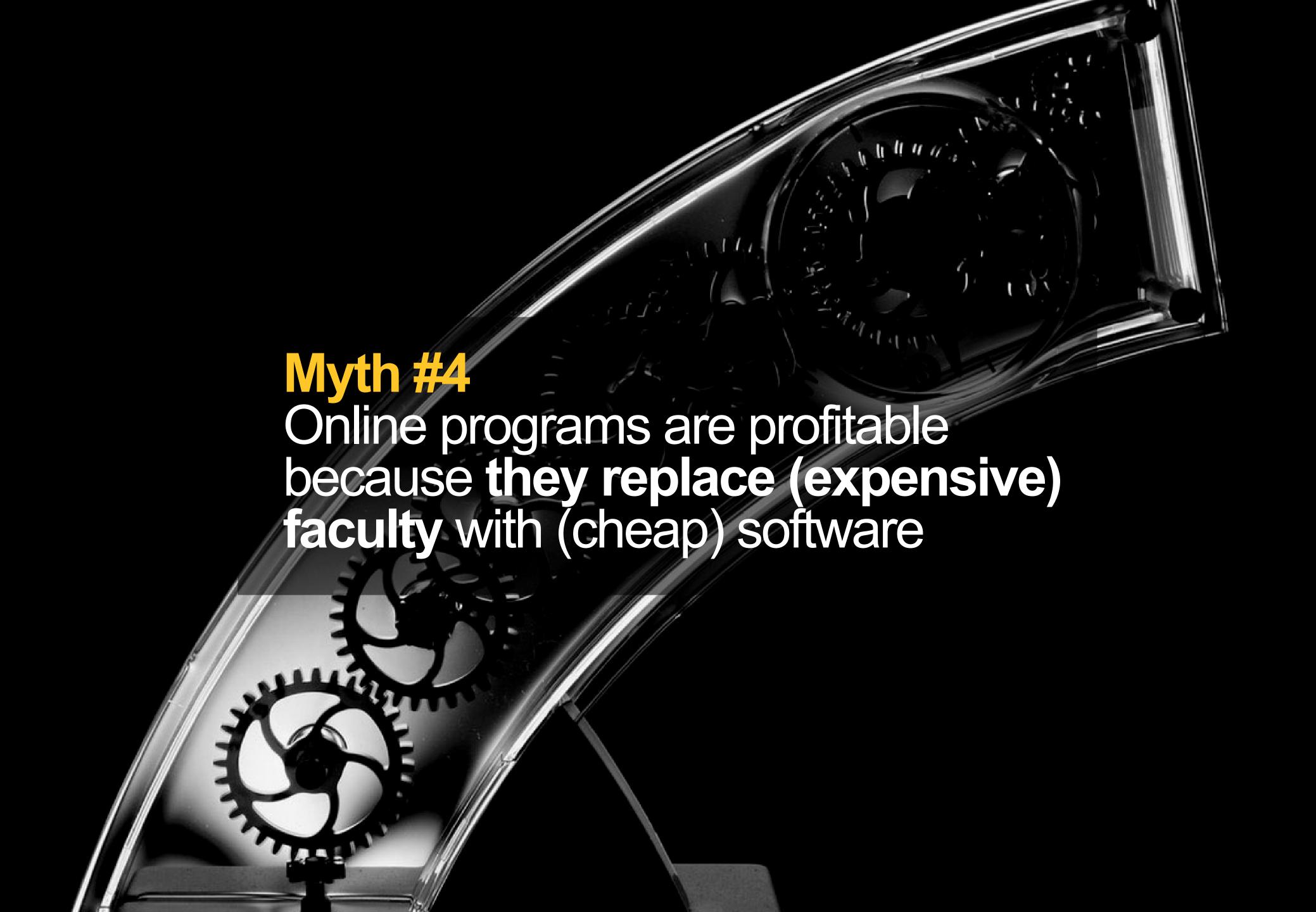
Online allows a university to **expand access** to students who don't have the time or ability to attend face-to-face.

Online students are a fundamentally different group of adult learners who are part of the 40,000,000+ Americans who have some university but no degree. . .but life has intervened.

Myth #5
You **can't teach science or engineering** online

Corollary to Myth #5
Online labs are lousy!

BIO370 - VERTEBRATE ZOOLOGY

Myth #4
Online programs are profitable because **they replace (expensive) faculty** with (cheap) software

Course development ecosystems should place **faculty at the center,** supported by a team of instructional, media, and technology experts, enabling them to be **more effective and efficient.**

7 SERVICES PROVIDED BY YOUR ASU ONLINE INSTRUCTIONAL DESIGNER

Instructional Designers support instructors throughout the development of online courses. Their goal is to make online course development easier for you as well as to make acquiring knowledge more efficient, effective, and appealing for students. ASU Online Instructional Designers have graduate-level degrees and extensive experience researching and implementing design and facilitation practices to increase student learning and success in online courses. Below are a number of ways ASU Online Instructional Designers can assist you.

PROVIDE INSTRUCTIONAL DESIGN SUPPORT

- Help identify what students should know or do at the end of the course (course and unit objectives), how you are going to know when they've learned, and what kinds of activities will the course include that supports students in learning
- Consult on course structure and organization
- Provide a second pair of eyes, sounding board for ideas, and a student perspective
- Identify effective online instructional strategies
- Help to define success criteria for graded work (such as rubrics)
- Provide course enhancement suggestions and support

SHARE TUTORIALS & TIPS

- Connect you with resources, tutorials, workshops, and support services
- Assist with creating and modifying course content in the Blackboard Learning Management System (LMS)

RECOMMEND COMMUNITY BUILDING & COLLABORATION STRATEGIES

- Recommend course design and collaboration tools recommendations
- Provide course facilitation recommendations

ADVISE ONLEARNING TOOL USE

- Help integrating innovative tools for learning
- Provide guidance for proper tool use in online courses

SHARE PERSPECTIVES ON ACADEMIC INTEGRITY

- Promote academic integrity by providing solutions through pedagogy, design, technology, and community building

SET COURSE DEVELOPMENT MILESTONES

- Work with you to pace and manage course development
- Track milestone dates for completion of the course build

SUGGEST ADDITIONAL ASU SERVICES

- University Technology Office (UTO) 24 Hour Blackboard Tech
- ASU Subject Librarians
- ASU Online New Media

Relationship Builders

We are skilled at building relationships and rapport with faculty, staff and clients.

Designers

We design engaging and meaningful learning experiences. At the heart of the matter is often the alignment of objectives, activities and assessments.

Explorers

We explore emerging research and tools to promote student learning and engagement.

Consultants

We consult faculty on course mapping. We provide expert advice on pedagogy and instructional strategies.

Superheroes

Look! Up in the sky! It's a media producer! It's a collaboration expert! It's an ID! We do great things!

Trainers

We provide resources and training on course design, tools and technology.

Evaluators

We design, develop and evaluate content/instructional materials.

Communicators

We collaborate with faculty to ensure course content is communicated clearly and succinctly.

Project Managers

We talk about projects and project management constantly. It frames how we think about work.

Thinkers

We brainstorm. We experiment. We look for new and better all the time. We think about human psychology. We think about aesthetics, design, user experience, flow, look/feel. We think about the different senses and how they come into play.

Data Analysts

Data-based decision making is part of what we do.
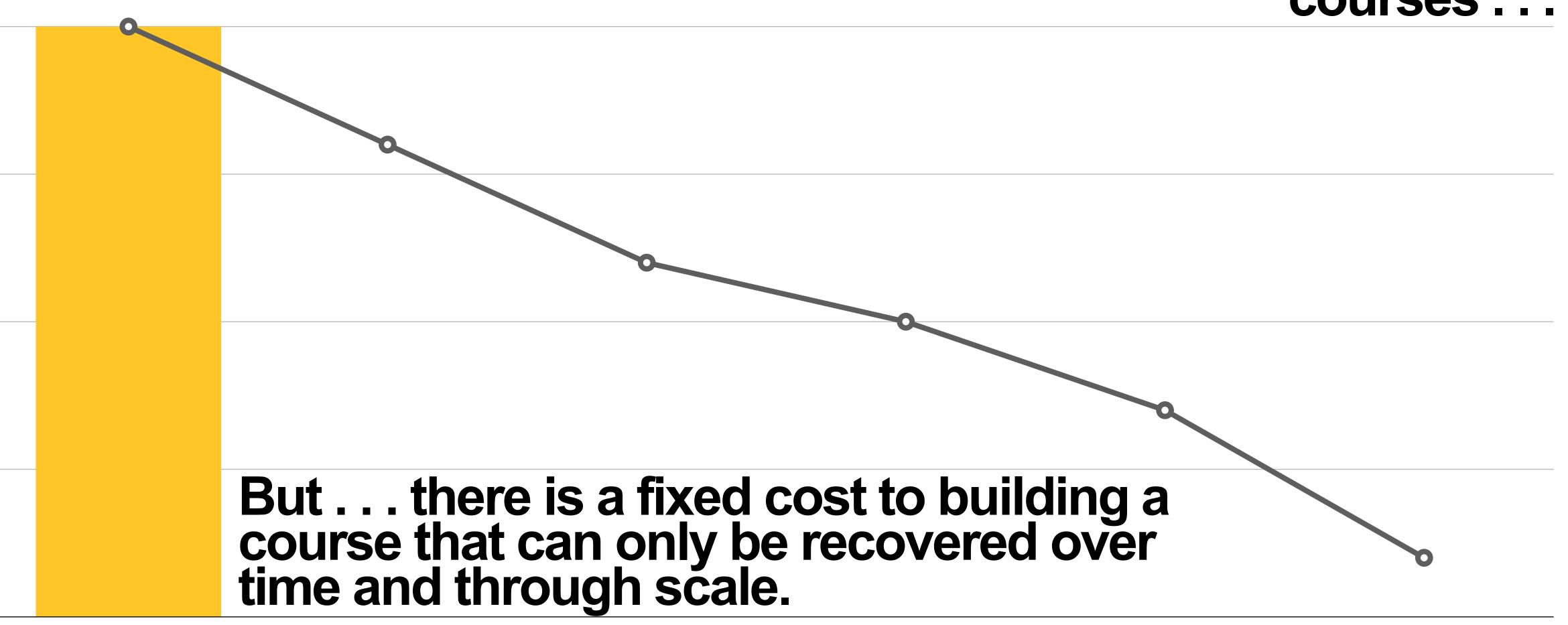
Builders

We bring a systematic approach to constructing learning experiences that includes analysis of the audience, environment, objectives, content, technologies, etc. Planning maps, guides, templates, process docs, outlines and storyboards are all part of the way we approach projects.

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Arizona State University

teachonline.asu.edu

Marginal cost of delivery can be reduced as you improve courses . . .

But . . . there is a fixed cost to building a course that can only be recovered over time and through scale.

Myth #3
Online programs are **lower quality** than face-to-face - **and easy!**

Higher levels of experience with online learning lead to more favorable perceptions about the rigor of online courses.

perceptions of rigor in online courses
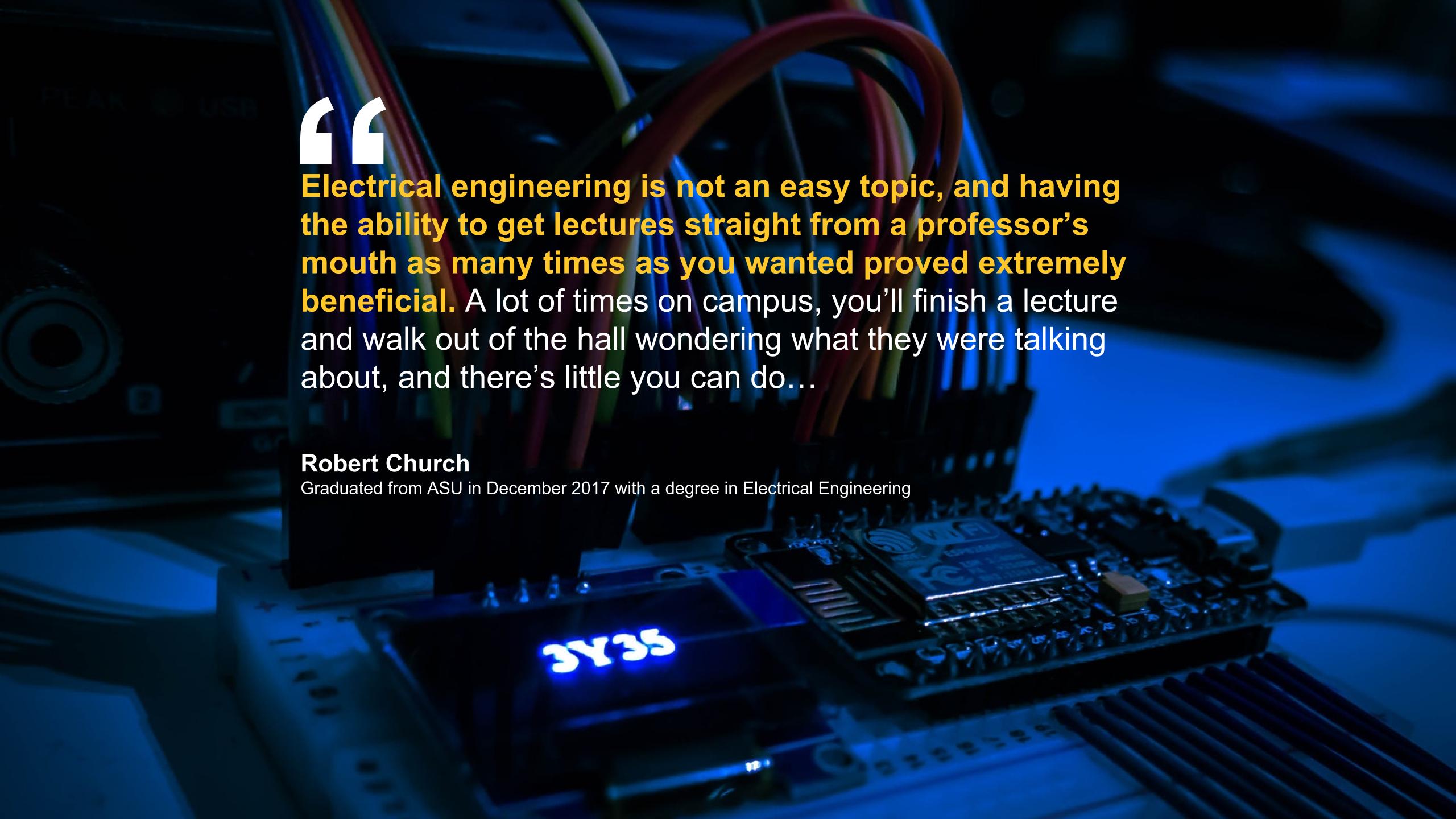
levels of experience with online learning

If professors, students, administrators, or anyone wonder at the rigor of online education, it's because its advocates have not made the case for how it is useful and successful.

We need to show how computer-based learning can help students learn and demonstrate content-mastery while working with technologies relevant to the future. We must help students show how they can use what they learn in creative and productive ways, proving they truly understand academic material. That, finally, is what rigor really means.

James Keating
English Department
Butler University
Indianapolis, Indiana

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Electrical engineering is not an easy topic, and having the ability to get lectures straight from a professor's mouth as many times as you wanted proved extremely beneficial. A lot of times on campus, you'll finish a lecture and walk out of the hall wondering what they were talking about, and there's little you can do…

Robert Church
Graduated from ASU in December 2017 with a degree in Electrical Engineering

Quality Matters is an established program for recognizing and implementing quality metrics in the online environment.

Myth #2
It is **easier to cheat** online

Ways we promote academic integrity

Pedagogy

Assess learning often and use a variety of assessment methods.

Include a mix of high- and low-stakes assessments.

Consider assessment approaches other than objective testing (e.g., papers, discussions, portfolios, projects, journals, peer review, group work, debate, role play).

Require abstracts with writing assignments.

Require annotated bibliographies with writing assignments.

Require full citations with writing assignments and discussion posts.

Create assignments that require students to incorporate their personal interests and experiences.

Require drafts of papers before the final version is due.

Create assignments that require presentations or demonstrations.

Clarify the connection between learning objectives and assignment tasks.

Provide custom rubrics and detailed grading criteria.

Ask students to discuss the assignment research methods they used and provide summary statements.

Make assignments cumulative (assignments done in installments).

Give open-book exams.

Administer oral exams via phone or web conferencing.

Ask students to expand on their work in follow-up questions.

State expectations for the time needed to complete assignments.

Change test questions, discussion prompts and assignment topics each term.

Technology

Require a unique username and password for course access. (ASURITE)

Use plagiarism detection software for writing assignments. (SafeAssign)

Randomize test questions from large question pools. (Canvas)

Show one exam question at a time. (Canvas)

Prohibit back-tracking in exams. (Canvas)

Set availability dates for exams. (Canvas)

Set time limits on exams. (Canvas)

Password protect exams. (Canvas)

Track the time and duration of exam access. (Canvas)

Randomize the answers for multiple choice exam questions. (Canvas)

Limit the types of feedback shown to students after exam completion. (Canvas)

Ask students to acknowledge their awareness of the ASU Student Academic Integrity Policy as part of exams or syllabus quizzes. (Canvas)

Administer remotely proctored exams. (Software Secure RPNow, ProctorU)

Use a lock-down web browser for exams. (Respondus Lockdown Browser)

Administer "record and review" exams. (Respondus Monitor, Software Secure RPNow)

Community

Define cheating and proactively discuss cheating scenarios with students.

Emphasize academic integrity throughout the semester, not just at the start.

Present the main reasons students cheat and discuss them.

Provide students with information on how to avoid plagiarism.

Provide students with research and study skills resources.

Provide information on the ASU Writing Centers and Libraries.

Ask students to discuss their thoughts on the ASU Student Academic Integrity Policy.

Ask students how they can create a community of honesty and integrity.

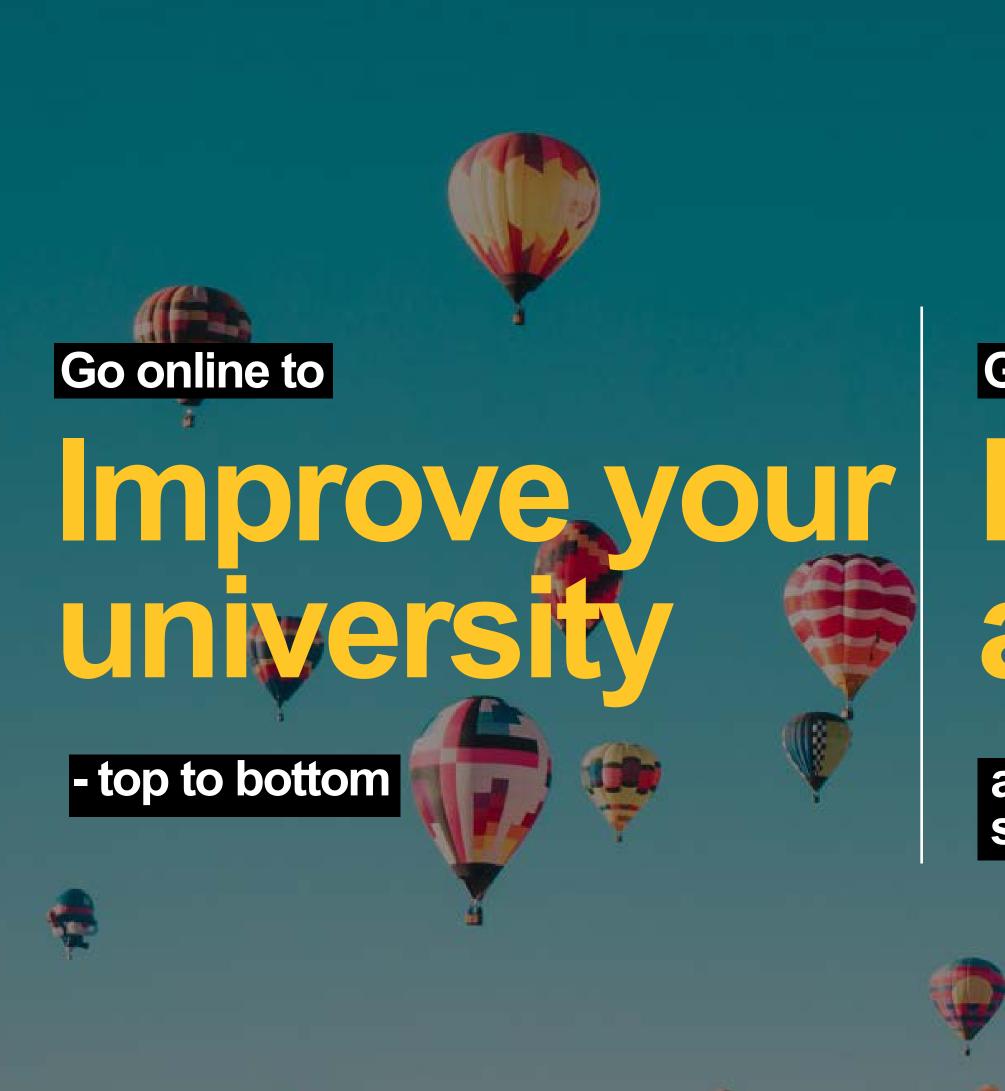Ask students to develop and commit to a class honor code.

Ask students to restate or cite the ASU Student Academic Integrity Policy in a writing sample.

Inform students in advance about any planned use of technology solutions for promoting academic integrity.

Define situations where collaboration is and is not appropriate.

Foster a sense of respect and community within courses in order to build rapport and establish a foundation for integrity.

Myth #1
Best Reason for a School to Go Online: **Make a Lot of Money!**

Go online to

Improve your university

- top to bottom

Go online to

Expand access

and reach new student populations

Go online to

Give faculty new tools

and new ways of thinking about teaching and learning

The reality is, online isn't the goal - it's just a different modality. Online is an additional mechanism for you to achieve the outcomes you strive for - promoting education & learning opportunities.

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