




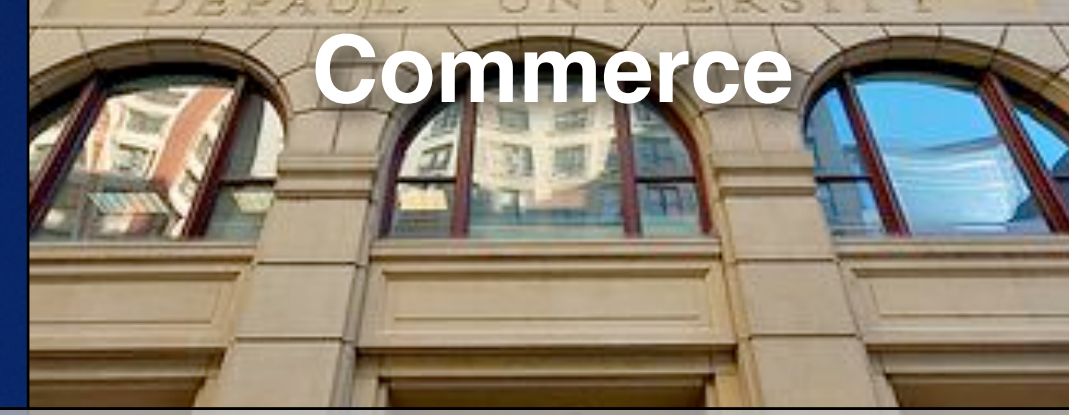
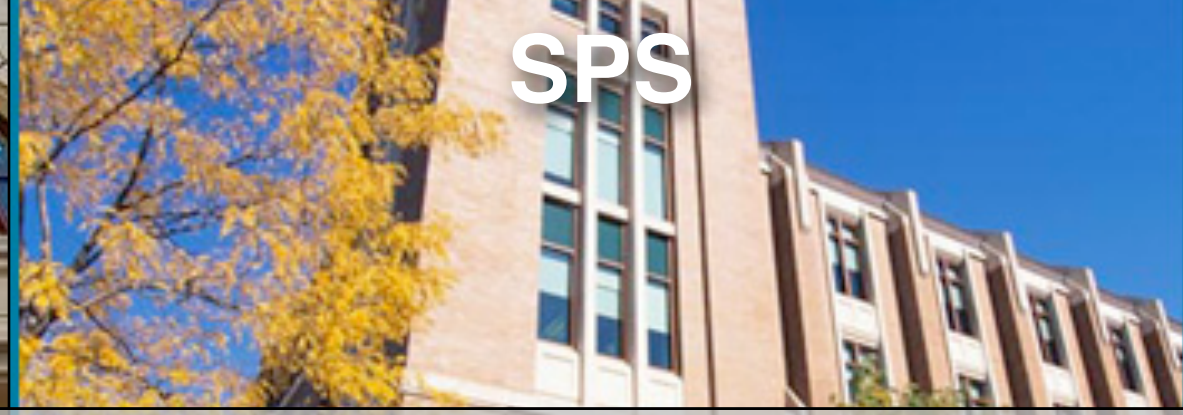



One Size Does Not Fit All: Mixed Models of Online Learning

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Attribute	SNL 	Commerce 	SPS 	CDM 
	Students			
Needs and abilities	Very broad range of abilities. Adult students with much life experience, often fear of technical subjects such as math. Need social support, connection.	Broad range of abilities but typically high technology use in the workplace. Looking to network, collaborate and maximize learning efficiency.	Mostly students with some work experience in the field of public service. Wide range of abilities.	Broad range of abilities from extremely technical in software engineering and computer science to less technical in information systems, IT Project Management, and Digital Cinema. Students want interaction with faculty and other students.
Graduate / Undergrad	Mostly UG, some graduate	Only graduates	Only graduates	Mostly graduate, some UG
Age	Older adults (minimum age 24; average 39)	Younger adults (average age 28)	Younger adults (average age 28)	Older adults (average age 31)
Comfort with technology (Low, Medium, High)	Mixed; mostly medium	Medium to high	Medium	Mostly high comfort
Discipline and self-management	Mixed; mostly high	High	High	Mostly high

Category	Attribute	SNL 	Commerce 	SPS 	CDM 
		Online Programs			
Content		All subjects, including: basic academic proficiencies (academic writing, critical thinking quantitative reasoning, research, etc.); social sciences (psychology, sociology, economics, etc.); humanities and fine arts (philosophy, ethics, theater, art, etc.); sciences (biology, earth science, etc.); and professional focus (law, business, etc.). Courses are interdisciplinary.	Graduate level courses in the MBA program. Focus has been on "core" classes (required classes with highest level of demand)	Graduate-level courses in the public service management and public administration fields. Professional courses for adult learners emphasizing theory and practice in public management (finance, statistics, HR, marketing, ethics), policy (design and analysis, advocacy, economics), and administration (government finance, information technology)	Information technology and computing courses at all levels (introductory to graduate); technical courses in software engineering, telecommunications and information security. Some digital media and others linked with emerging trends.
Pedagogy	Learner analysis	As on Student Profile	As on Student Profile	As on Student Profile	As on Student Profile
	Key method of instruction	Discussion and application. Competence-based program; focus is on tying new learning to life experience; drawing on reflection; developing competence for future application.	Dependent on the professor and the topic. Generally asynchronous with weekly deadlines. Lecture material chunked into short segments, and filmed against a greenscreen, or screencasted, with accompanying text. Discussion, quizzes and assessments employed to consolidate learning. Video material is available in both streamed and downloadable formats. Synchronous webinars used sparingly.	Instructor-led asynchronous and synchronous discussions. The focus is on connecting theory to practice in the field.	The CDM approach involves capturing a "live" classroom section (with captures of audio, video, whiteboard and PC screen) and making it available to students enrolled either in the "live" section or in a parallel online section. Recordings are uploaded automatically into COLWeb within 12 hours after the class is recorded.
	Key method of assessment	Few closed-ended exams. Papers, application projects, discussions.	Discussion, quizzes, projects and high-stakes testing.	Some closed-ended exams. Final papers and projects, discussions.	Graded assignments and proctored exams.
Technology	LMS	Blackboard	Blackboard	Blackboard	COLWeb and Blackboard
	Additional tools (Wimba, Wiki, etc.)	Some use of Wiki's, Wimba, Turnitin, video and podcasts	Wimba Live classroom, online simulations, vodcasts and podcasts.	Participation in Wimba Live Classroom synchronous sessions required in all courses. Videos and vodcasts	Online Discussions, Podcasts, Wikis, Blogs and some use of Wimba.
Curriculum Management	Selection of courses to be offered online	Faculty decide which programs to put online. Online courses are selected by SNL Online Unit administration with a school faculty committee	Chairs make the ultimate decision on which courses to run. Decisions informed by online learning committee. Faculty are either selected to teach online, or volunteer.	Faculty decide which degrees are offered in fully online format. SPS Director and Chair-SPS Online program decide which courses are to be offered online	Faculty decide which programs to put online. All courses in the program are then put online. Individual faculty may also opt for online sections.
	Content of courses offered online	Determined by faculty with assistance of Instructional Designer, within limits set by SNL Online Unit administration. A school faculty committee reviews and approves proposals.	Curriculum committee and chairs decide overall structure. Faculty and instructional designers plan content and delivery.	Determined by faculty teaching the course. All faculty teaching an online course are required to teach the same course face-to-face prior to developing the online version. To ensure standardization, faculty are sometimes assigned to teach the same course in face-to-face and online in a term.	Determined entirely by faculty.
	Offerings (each term)	Decided by SNL Online Unit administration.	Chairs make the ultimate decision on which courses to run. Decisions informed by online learning committee.	Decided by SPS Online administration	Schedule is designed by the Associate Dean with input from faculty program committee chairs.
	Flexibility of courses when taught	Syllabus, content, assignments are locked down; instructors may modify discussion only.	Faculty have developed content with an instructional designer. Faculty may modify all parts of the course. Generally this takes place in conjunction with instructional designer input.	Overall structure of the course (syllabus, content, discussions) locked down. Instructors may modify assignments only.	Instructors can modify all parts of the course management system. Instructors can also decide the format available for lectures.
Intellectual property rights		Held by faculty and University; this instantiation owned by university, but rights held by faculty. License to offer extended by contract every 1-3 years.	Held by faculty.	Held by faculty. For courses developed under DOTS (DePaul Online Training seminar) contract with the University, rights are jointly held by both the faculty and the University.	Video owned by author
Quality assurance	Initial course design	High: 4-step process is prescribed. Initial proposal is reviewed by director and faculty committee. Once approved, 2 development matrices are reviewed by Instructional Designer. Iterated review of final version.	Selected faculty collaborate with instruction designer. Course design is informed by learning objectives and teaching style.	High: Faculty developing a course required to teach a face-to-face version first. Faculty participate in DOTS training on developing and teaching online courses. Courses developed have to meet Quality Matters (QM) standards as assessed by a team of certified QM reviewers at university. The Chair-SPS Online is on the review team.	Low, no formal structure
	Keeping courses updates	Medium: based on faculty desire and student evaluations	Updated to match student evaluations and topicality.	High: Real time, in concurrence with changes in face-to-face content.	Medium based on program/course review?
	Teaching	Medium: student evaluations; occasional review by director	Currently optional QualityMatters review. Process is being reviewed.	High: student evaluations, continuous review by chair-SPS Online. Peer review by other SPS faculty	Low: student evaluations and review of lecture with permission?
Rules and policies	Class size	26 max	35 max	18-20 max	20-30 online students coupled with a on-campus class size of 30.
	Turnaround requirements	Soft goals: respond to queries and posts 5 days/week; grade within 1 week		24 hour response time to e-mails.Grades within 7 days.	When in-class students receive back graded assignment and exam papers, then OL students should have the same graded assignment and exam papers returned to them (either electronically or by U.S. mail).
	Compensation for online	Slightly higher than on-ground, a flat rate for up to maximum students with per student fee after that. Separate compensation for course development, by contract	Same as face-to-face. Under review.	Same as face-to-face. Separate compensation for course development under DOTS contract.	"Faculty are compensated an additional stipend, over the base teaching fee, for online students based on the enrollment in the on-campus section of the course.
Faculty acceptance	Overall acceptance	High	Overall acceptance of 100% online is low, but acceptance of hybrid is largest in the university	Medium (50% of full-time faculty teach in SPS Online program)	High
	History in the college	Long-term program (since 2002), with strong support after a few years of upheaval in 2004-6.	Since 2005	Online courses first offered in 2004. First fully online MPS degree offered in 2007. First fully online MPA degree launched in 2008.	Long-term program (since 2000) with proprietary Course OnLine system.
Faculty training	Centralized/Decentralized in University	Decentralized, with a few centralized elements	Decentralized, with centralized under DOTS program	Centralized under DOTS program conducted by university	Decentralized
	Steps	1. One-on-one discussions with director; 2. Tech training course (1-2 weeks) 3. Online pedagogy training course (1-2 weeks) 4. Review materials 5. Faculty Mentor in first time teaching	1. One-on-one discussions with director 2. Optional technology and pedagogy training course (DOTS) 3. Work with director and/or instructional designer 4. Review materials (optional QM) 5. Update and modify course	1. Faculty attend DOTS-I if developing new online course for school; DOTS-II if teaching an existing online course. 2. Faculty develop course in collaboration with instructional designer and technologist. 3. Faculty offer course online with review by Chair-SPS Online. 4. Developed course reviewed by QM review team. 5. Changes and modifications made to meet QM standards	1. One-on-one support. 2. New faculty orientation. 3. Online resources and video recordings.
	Resources	Department-specific PDFs and interactive modules, and university-wide PDFs. Additional all-university courses available.	Mixture of departmental specific and centralized.	Some department-specific and university documents	Department-specific PDFs and recordings.
Faculty support structures (admin)	Local	5 staff people support faculty needs (admin/coordinator; 2 assistant directors; 2 instructional designers; 1 trainer/webmaster).	1 director	2 staff people support faculty needs (chair -SPS Online and office manager)	4 staff support faculty needs (assistant Dean; 2 managers; 1 associate manager)
	University-wide	1-2 University-wide instructional designer(s) on permanent liaison; Online pedagogy course and trainer	1.5 instructional designers	2 University staff (Instructional designer, technologist)	1-2 University-wide instructional designer(s) on permanent liaison; Online pedagogy course and trainer
Learner support structures (admin)	Local	3 staff people support student needs (admin/coordinator; 2 assistant directors; 1 trainer/webmaster).	1 director	2 staff people support student needs (chair-SPS online and office manager)	5 staff people support student needs (director; 1 assistant director; 1 staff, and 2 advisors).
	University-wide	IT system support	IT system support	IT system support	IT system support
Student services	Advising	Localized (school-specific) advising	Localized	Localized (chair-SPS Online and other SPS faculty for online students with specific interests)	Localized (school-specific) advising
	Fin Aid	Centralized in University	Centralized in University	Centralized in University	Centralized in University
	Registrar	Centralized in University	Centralized in University	Centralized in University	Centralized in University
	Other (e.g., ID, Library, etc.)	Centralized in University	Centralized in University	Centralized in University	Centralized in University

PDFs, poster and more information available from: www.depaul.edu/~jmoore/aln2010