

Panel—Day One: “MODELS FOR DELIVERY: Online vs. Brick and Mortar”

Moderators:	Michael Spagna:	Dean, Michael D. Eisner College of Education, Cal State Northridge http://www.csun.edu/Education/sped/faculty/spagna/index.html
	Gerald Schutte:	Chair, Education and Resources Committee Professor, Department of Sociology, Cal State Northridge http://www.csun.edu/sociology/virexp.htm
Panelist:	Sharon Russell:	Systemwide Director of CalStateTEACH Program, Cal State University http://www.calstateteach.net/index.php?page=faculty_admin
	Erin J. Smith:	Course Mentor Performance Coordinator, Western Governors University
	Merle E. Price:	State Professor, Education Graduate Programs at UCLA and Cal Northridge
	Syndi Powell:	Past Student Body President, Technology Officer for Associated Students and Graduate student, Cal State Northridge.

Publishing Note: The following is a transcription from the live audio recording and some information was inaudible.

Moderator Spagna: Good morning and welcome. I am Michael Spagna and I am the Dean of the Michael D. Eisner College of Education and along with my colleague we will be co-moderating this panel and really we will be talking about models of instruction, responding to Daphne’s presentation and so forth. With me is Jerry Schutte.

Moderator Schutte: I am Jerry Schutte, professor in Sociology and Chair of the Economic Resources Committee on campus.

Moderator Spagna: So as we start we will have each of the panelists introduce themselves, their name, their title and role in terms of technology and models of instruction. Why don’t we start with you Erin?

Erin J. Smith: Thanks for having me. I was really happy to be here and this is my first chance to be on this campus. It is so beautiful. My name is Erin Smith and I work for Western Governors University. Western Governors University is a completely on-line, competency based university. I personally work with our full time academic faculty, for delivering the content, teaching our students. We have something of a different model, we have what we call a Disaggregated Faculty model where different faculty play different roles. Some are developing the content and some are working with students in an advisory capacity, but the faculty I work with are the ones doing the teaching, in some cases one on one, but also in small groups with our students.

Sharon Russell: Good morning, I am Sharon Russell and I am the Systemwide Director of CalState TEACH, which is an on-line site support teacher preparation program that is housed in the Chancellor's office. It is a CSU program.

Our on-line program is different than many other on-line programs. We are doing teacher prep and we are considered a hybrid and all of the curriculum is on-line. We have one curriculum and it is spiraled so that if I have any folks in teacher prep out there every time our students have pedagogy management [inaudible...] pedagogy and so it builds a complexity. And from their first week of their time with us to the time to their completion of their program they are in public schools with a site mentor and a faculty supervisor who also corrects or gives informative feedback on their academic work. So it's a different model from other on-line models and it is a different model from other teacher preparation programs.

Merle E. Price: Good morning, I am Merle Price and after 38 years in K – 12 education in the Los Angeles Unified School District where I was a chemistry/physics teacher for 18 years, then a high school principal and then eventually a chief academic officer when Roy Romer was Superintendent. So I over saw technology projects, even as a Principle in one of the first digital high schools in my role in overseeing instruction and rolling out technological applications and projects in LAUSD. But I have been privileged in the last 8 years, after retiring to join the faculty here at Northridge in the Educational Leadership Policy Studies in the Eisner College of Education. And through that department teach in both the Masters and EDD Program which we have at CSUN. But in the Masters Program in the Tseng College for Extended Learning has created on-line learning courses that lead to Master's Degrees that are equivalent to face to face classes for students who attend CSUN. Through that experience with platforms like Blackboard, Moddle, etc. we were given permission to develop some hybrid courses so we could combine some face to face with online tools that range from 25% to 50% in some courses that we teach. In addition I advise the Dean at UCLA on setting up one of the pilot schools in Los Angeles at the old Ambassador Hotel site that is now the RFK Community Schools that has asked to teach a couple of classes on research and evaluation for their Leadership Institute Program.

Sydni Powell: Hi. My name is Sydni Powell and I have the privilege of sitting up here because last year I served as the Student Body President for Cal State Northridge. The years before that I served as Vice President and the year before that I served on the Board of Directors. But particularly, on the California Student Association, I served as the Technology Office in my junior year. So I was able to speak on behalf of some 30,000 students of the CSU about technology. So thank you for having me.

Moderator Spagna: We have assembled a great panel so let give them a round of applause.
[applause]

To get started, we have assembled a document that handed out that we will use over the next two days. It is entitled "**Higher Education in the Brave New World, A Student Profile**" and we will start by asking you to turn to page 3 of this document. On page 3 at the top you will see that it is entitled "Teaching and Learning models for 2020" with the opening preface that says, "...as technology advances so does the nature and quality of teaching tools available for proficient instruction. How will this impact best learning and best teaching now and for the future?" And you will see in the upper left quadrant some description of teaching models, this panel will be talking about that and reacting to Daphne's presentation. I will turn it over to Jerry now to start with some opening questions. We have three sections planned for this panel; open questions for the panelist, an open area for you all to respond to her presentation earlier this morning, and then also a period for questions before we break for lunch where we encourage more dialogue. Jerry.

Moderator Schutte: I am very encouraged by our panel today and believe we will get some very interest-

ing responses. I was hoping that Daphne could have stayed to be a part of this dialogue but unfortunately it is the last day of the fourth quarter at Stanford and she had to be back by 2 o'clock.

One of the questions I was to ask Daphne, so I am going to ask the panel in absentia. After hearing her talk and having seen some of the literature dealing with Coursera, "what if anything do you see as the difference between the Moodles and Blackboards of the world and Coursera as a platform?"

Sharon Russell: Well I am happy to wade into that. I think that there are three major issues; first is the piece of engagement. I don't think that black board or Moodle and any management system on its own truly engages the student the way Coursera is engaging them. And I think that engagement is one of the key pieces that about in the next decade of teaching. All of us as teachers need to think about how our students are engaged. So I think Coursera does that in a brand new way. My second point is the assessment. We are watching a video of a lecture and it breaks and asks you a question, gives you an opportunity to answer it and then my third point immediate feedback. In most online LMS you don't have engagement capacity, you don't have assessment that is formative, it's usually an outcome evaluation, AND you don't have immediate feedback.

Erin J. Smith: The other thing that I would like to add is just about community. I was really impressed about the spontaneous community that was coming up around Coursera. I found that very encouraging that this sense dialogue and engagement is available and extends past the system itself: it actually encourages connections which in this instance are global or local depending on how you are accessing the information. A lot of the LMS's that are designed in terms of community possibilities are set up so that a professor states a question and then the student have to respond three times in certain ways to certain types of students on certain days. It's not really this sense of dialogue that I am responding to from Daphne's presentation today. I found that really exciting. It has a lot of potential relating to how we learn, how we engage, how we stay retained through how the material is presented in a live way. I was really encouraged by this potential as shown in the Coursera model.

Merle E. Price: I did not respond because of my lack of knowledge of Coursera, but I will say this about Moodle and blackboard earlier versions that I used 8 or 10 years ago were much less flexible and adaptable and I am encouraged by the flexibility in learning management systems using video clips, online on time assessment and immediate feedback. Some of the attributes that I heard in Coursera are things I am seeing in the newer versions of that platforms that have evolved.

Sydni Powell: Something that is often forgotten in the dialogue about massive online courses is about access. One of the biggest things about a California State University is that students need to be able to access their courses. And so when they are online more students can get access to higher education. So that is why I thought to support that as opposed to just a Moodle or Blackboard model where it is just written only for the student who go to this campus or university.

Moderator Schutte: So that we don't keep this too self contained if the audience has some comments let do that now.

Male Audience Person: So one of the issues is that came up, and I thank you Sydni for mentioning it, is the issue of access. So in thinking about this in terms of access are there tradeoffs in terms of access that you see with Coursera: the charge level that while it might reach a million people, how many people actually finish, what do they get out of it? I know that before we came in there was some discussion that in education at large there is a search for silver bullets. Is this a silver bullet or is this something that we need to

think deeply about in terms of a paradigm for teaching and learning going forward? So Sydni, a reaction from you on a student's perspective, how do you react to the pros and cons of this kind of instruction?

Moderator Spagna: So one of the issues is that came up, and I thank you Sydni for mentioning it, is the issue of access. So in thinking about this in terms of access are there tradeoffs in terms of access that you see with Coursera: the charge level that while it might reach a million people, how many people actually finish, what do they get out of it? I know that before we came in there was some discussion that in education at large there is a search for silver bullets. Is this a silver bullet or is this something that we need to think deeply about in terms of a paradigm for teaching and learning going forward? So Sydni, a reaction from you on a student's perspective, how do you react to the pros and cons of this kind of instruction?

Sydni Powell: Well sometimes when we think about access it is very narrow: it's more about getting access into the system from the very beginning. The conversations that I have been a part of, access really means the non-traditional student; the person who started school but it now doing a comeback, a person who is probably my age and has children but wants to continue their education. I know students who literally commute over an hour each way just to come to CSUN. So, open online courses etc. guide them to access, so that there is more access to their education than to the admission process. I think this is where the conversation gets halted, the thinking really stops. Right when they don't have the resources to be in the university system. Not how do we keep them here and make sure that they do graduate.

Merle E. Price: I would like to respond in terms of this week's Time magazine which addresses the issue of the class of 2025: "**How Will They Learn, And How Will They Pay**". There were great articles but the one that I was struck by is the president of MIT, L Rafael Reif. He comments on the access issue in the positive perspective he has in a partnership with MIT and Harvard University that over the last 17 months has enrolled 1.25 million learners to their online offerings that are similar to the MOOCs that we were just described, in fact his perspective is that they have tracked over 150 million learners worldwide and that this represents many times over the number of graduates that MIT has ever bestowed on students. But he states, "*I am convinced that digital learning is the most important innovation in education since the printing press. But how do we make education better?*" So he distinguishes the features of online learning that are remarkably good at teaching content, the basic concepts of discipline like chemistry, electronics, and architectural styles: the immediate feedback reinforcement, etc. and again accessibility. For all of these strengths, I am again quoting from Reif at MIT, "*Today's mutual technologies do not deliver some things. Some of the most important elements of true education are transmitted most effectively face to face: the judgment, competency, humility and skills in negotiation that come from hands on problem solving and team work. The perseverance, analytical skill and initiative that grows from front line lab research, the skill in writing and public speaking that comes from exploring ideas with mentors and peers, the ethics and values that emerge through being a prentice of a master in your field and living as a member of a campus community. Online may not help students arrive at such lessons correctly.*"

Now I think we saw in Coursera some ideas in addressing some of these issues. But I will reference my own experience anecdotally. And then I will give you an analysis that underscores the same thing. The blended combination of some face to face interaction with an instructor with online tools that allow students to pursue part of the course independently in a hybrid or blended format has been the most successful implementation that I have been able to do for graduate students and the school of education because of some of these aspects that President Reif was concerned about strictly online learning. And the extended learning only courses I have even found that even graduate students who are not good at self managing their time in relation to the course and absent the professor's ability to motivate them directly, to cajole them if they are not submitting things on time, some of them just fall through the cracks. So that I think is an issue.

Sharon Russell: I would like to talk about access in two different ways. So first I would like to agree that there is no “silver bullet” out there. But there are some really remarkable tools that will become even more remarkable as we work with them or refine them: we fashion them for our purposes. And that is what we have to remember, that no tool is better than the task that is in front of it.

So first of all I would like to talk about using mobile delivery. That is a tablet, smart phones, leaving the laptop which is difficult to move with you, allowing students to learn in their time and place of choice. So that learning is not ending. So it's open learning, open on demand. When the student is available that is when they can partake in the learning cycle.

The second, I think is more profound. MOOCs are dealing with adult learners who have for the most part proved their ability to be learners. I would like us to think about students with special needs and are they going to be able to take advantage of these digital possibilities? Right now there is a system of learning that is called “**Mass Customization Learning**.” In the state of Maine there are quite a few sites set up and that in New York City there is a project supported by an I Three Information Grant from the Department of Education called “The I Some.” And what this is that students choose the mode in which they wish to be instructed, so it might be a small group led by a teacher, to watch a video all by myself, or I need a one to one guide. After the student has the learning experience, then they are assessed using adaptive rhythms that are very much like the A B system professor Koller talked about. Then in using the adaptive rhythm the next instructional decision is decided and then they may switch to a small group. And so every day there is a record of what the child has learned and then a new educational system so that it's customized to what their learning style is. They have choices as a student. And what it is all about is what is the student learning, how do they best do that learning, and how can we best support them? That is I think we need to encourage, especially for children at a younger age so that we are encouraging everybody to learn without any kind of obstacles in their path.

Erin J. Smith: I really like that and I think that one of our goals in using this technology is about identifying those obstacles that are keeping the students from gaining access no matter what point they are in the educational process. One of the things I love about Western Governors University is that we use a mentoring model. The idea is that our faculty serves as mentors getting at what the Time magazine article was addressing there, that as faculty we are more experienced students. We have walked a few steps ahead in our education. We may have experience in the field in which these students are going into. And these are most likely adult students who never have had someone sit down with them and say, “Let me explain this to you. Where are you getting stuck?” Try to demystify it and walk them through the steps – someone to listen who goes well beyond a Learning Management System.

I would also like to pick up on this idea of personalization. We can provide a menu of options for students to help them overcome obstacles. The online world gives us access to tremendous possibilities to reinvent this paradigm of sitting in the class room and have a one way flow of information. The demonstration of the flipped class room I think is applicable here.

And for us by combining that mentor aspect to the faculty role is that we are able to spend time understanding who they are, where they are coming from, and with that understand how we might best get them to the goal. So this is how we address some of the questions about access. But predominately and most importantly we can access independent time and place so we are not trying to remove those obstacles of time and place. It may be different from course to course, from day to day, from week to week, but that's OK, that's why we are here.

Merle E. Price: I would be remiss on the issue of “silver bullet” if I didn’t reference what is going on in the K through 12 world right now: and NOT just LAUSD which is the subject of daily reports in the local media. With the adoption of the Common Core Standards that demand much more rigorous and enhanced literary skills, mathematical skills, exceptional understanding, problem solving, a lot of public K – 12 institutions, maybe even some private one too, have jumped at the notion of tablet technology as ways to engage kids differently. In the courses that I teach for CSUN cohorts meet in regional areas so I have some in LAUSD. I have another one in Ventura. Six of my students have boxes of tablets that have arrived. They are clueless as to what they are supposed to do with them. Even the developers, whether its Pearson,...and there is another article in the New York Times, Sunday addition a week ago, what Joel Klein amplified. They are trying to develop software and applications for the tablets – they are not there yet. So of course the media has made lots of grist of the LAUSD: example of where kids figured how to get on their face books accounts and everything else.

But the lessons learned are the ones I learned as a high school principle and certainly when I was in charge of instruction is that these magic “silver bullets” that vendors put before educators as solutions absent of some understanding from trying to pilot and also some understanding what teachers need in order to navigate in how they can apply the technologies to curriculum and learning goals. They just become another toy in the hands of the kids, and don’t necessarily improve learning outcomes. The LAUSD example is most egregious because it appears that even on the operational side there was no thinking about the roll out in terms of accountability for a kids and responsibility if they take them home for who is going to pay for them when they get vandalized or stolen and all those kinds of issues. But I think of more concern to me is the lack of preparation on the instructional side for, *“What are they going to do with these things? What are the applications and software that are going to teach proportional reasoning and allow then to differentiate?”* Some of my students in the Venture cohort...I have Kindergarten teachers who have who have these boxes of iPads and they are trying to figure out how, with the literacy rate for the kids who do not understand the alphabet ... at Sound Spelling systems to some to decode and comprehend at very high levels, how can this technology be used to meet the kids where they are at and move them to the next level? And I don’t think that higher education is going to make those kinds of mistakes it’s more thoughtful.

Sharon Russell: And let me tell you about some interventions that we have done that have been successful in public schools. My program went to a one to one adoption of iPad in 2010. And we had a program where our student teachers go into the classroom with their iPad. We loaned the school master teacher, the school site 25 iPads for that class. And so the seminars in which we prepare our teachers in how to use the iPad. The master teachers, the principles come and then we roll it out. And there are such things as software for the [inaudible] so that you can children in the center practicing their words. There is an app for response to intervention, a way to manage who are your children in their intervention and what tier are they in. There is another app call “Reading Remedies.” And so we introduce all of this, our master teachers practice it along side our student teachers.

A wonderful success story: we were working with a teacher in the far Sierras, a logging town, extremely depressed, behavior problems, attendance problems. This one 5th grade class of 20 boys and ten girls. Really rowdy! We began the iPad around, still lots of confusion in that class room. By December the class room attendance had increased 29 %, by April every pupil was coming every day, and their CST Scores in math and English improved by 5 %. The Principle was so impressed with what was happening with these children and this teacher; he encouraged business in that town to support getting iPads for every child in that school. And we had a training that summer for all of their teachers. The rollout, if it is thoughtful and it is planned and it is done with faculty works if you have a plan and you think about your learners will work. It’s the easiest thing in the world to break an iPad or a smart phone, my 5 years old granddaughter can do that

so, you know our instruments and what can be expected of them and don't make promises that we can't keep. Thank you.

Moderator Spagna; So we have another round of questions, and again we want to open it up to the audience for dialogue if you have a burning question that has not come up yet. I thought it was interesting, that comment about that T.A. notion: *“Do we find ourselves in a place where potentially you have 20 super star people giving the online lecture and everyone else is in the mode of facilitating on site project based learning?”* And then I add a wrinkle to it as I experienced at Berkley in learning about statistics, the variety you have in higher education of teaching strategies: from one person at Berkley who applied everything wonderful project based learning, the other faculty member who wrote with his right hand and erased with his left. [laughter]

Doesn't this require a whole different paradigm in how we prepare people to come into a class room in higher education in terms of supporting this? And then Jerry do you want to add a thought to this?

Moderator Schutte: On a slight side-bar note, we have come to understand that hardware is not a magic bullet. Perhaps software is also not a magic bullet as well. But if you look at the landscape you see that there are basically two 800 pound gorillas on the horizon. One is the edX version with MIT and Harvard, who have steadfastly maintained their affiliations with the university, I suppose in part because they were funded initially with \$60 million dollars for the tow of those universities. On-the-other- hand, we have Coursera which has taken steps to divest itself from Stanford and become a private organization. I asked Daphne on the way over from the airport: *“What caused you to do that?”*

And the answer was not what I thought it was going to be. They considered the number one priority to have the flexibility and agility, and by being wedded to the university campus they did not have that. And so I asked: *“What does that portend when you are getting \$40 some odd million dollars in venture capital in the last couple of months? What is your model?”* To her the model was, we will keep this free. Two thirds of the people are outside the country, 80% of those people do not have credit cards, it would crash the system to try and charge, but more philosophically it is their position NOT to charge. So I guess my question for the panel is: *“Whether it is on campus or off campus, if you are accepting money eventually the people that are giving the money are going to expect some sort of return on that money. If you are going to keep the courses free there are only a couple of degrees of freedom left to make that model work. What do you think might happen?”*

Erin J. Smith: I really want to jump on the T.A. question. One of the most fascinating parts of my job is that I have to work with other people to try and get our courses created and delivered. We work as a team. In our course creation, at the core of our academic strategy is to find the very best learning resources that are available. If we can't find them then we will build the course ourselves. But we have lots of options these days, as Coursera demonstrates, with third party vendors to help with that effort. Also the idea of the flipped classroom approach here. I feel quite confident in my colleagues that if I can free them up to do some of that work by doing more of the one on one approach in working with students that I am happy to do that. We were talking about videos earlier: if some of my colleagues excel at and enjoy doing video production I am perfectly happy to have them do that. The part that I love the most is getting to work with those students who are struggling and who need extra information or just have a question. Or I may be spending time with them for days and days. Part of the model in my division with Western Governors is that we are available to them, we work with them, and they can come to us with concerns and questions. I can monitor their progress and I can intervene when it is necessary because again access to rich data can help us determine some pretty amazing things about their learning path. But I am a resource and as a faculty member I am there to help them understand who they are as learners, what they need to overcome obstacles, and usually help them

problem solve in a collaborative effort the student” “How are we going to get to the goal, and what is the process we are going to take to get there?” So I guess the argument could be made that, am I a T.A. or am I a colleague? I don’t think of myself as a T.A. because of the rich instruction that I know happens well beyond what the course content often is. That’s only a start. One of the things that’s pretty unique is that I actually talk to students. In this role we spend a lot of time on the phone working with students. It’s not just about the course delivery. So there is a personal touch to that which I think is the better side of that argument.

Sharon Russell: Well I will kind of jump in on that. I will jump in on the MOOCS and cost factor are being framed. I think one of the reasons we don’t see the MOOCS in the CSU is that we are an FTE driven institution. In a way we are very self-supporting because we must have a certain number of students who pay for our services. These are large R-1 research institutions that have significant endowments that allow them to buy out faculty time for innovation. And I might be a little idealistic in what I am going to say, but I believe that they are using the MOOCS as a way to advertise their brand. And what I am more interested in seeing is that are they going to capitalize on it in other ways? But I don’t think as a system the CSU has any resources in which we could induce faculty to do pro bono work. That we need to pay for the faculty and our students need to register for courses. Whether we can make it more efficient or more economic for our students, that remains to be seen but I don’t know if that model would work for us in the CSU. I am open to innovative possibilities but the cost is an issue for us I think in a very real way.

Moderator Schutte: We are coming up on the lunch hour and we want to make sure that if the audience has any questions of the panel, so if you have a question would you please raise your hand?

Joyce Feucht-Haviar: As people are talking I was thinking about the fact that sitting here with this little iPad I can type in “learn Algebra” and get a wealth of possibilities. I think the notion you brought up about individualized instruction is actually something that is exploding. That students are choosing their own path, finding not just these MOOCS but these resources like Kahn Academy, Online Text, E-Text, a variety of ways in which they can pursue their own learning. And I think that as people start earlier in life with that, their facility with it is going to be greater, not just because of the technology but they haven’t been conditioned to wait for somebody else to tell them what they need to know. So if we move in that direction one of the things that come to mind for me is this notion of: right now you choose higher education because of its credentialing ability. Because they verify that you know this are therefore the employer has confidence in that. I think institutions like Western Governors as an outcome based institution and the number of degrees that one has read about in just the last six months that have been approved as basically outcomes based degrees may change that and you see other sorts of things like the Badge System, which I don’t know is going to go anywhere, but it is an attempt to say if you know these things we can test that outcome and tell employers or others that you are ready for the next step. In that changing arena doesn’t that seem that we have a very large box of opportunities to craft learning? And that we are sort of asking old questions in many ways.

Moderator Schutte: No further comments, next question?

Female Audience Person: I missed the first part of this morning so I may have missed this, is there some certification thing, like we have to always go through processes in each department and each school where other people from outside come in and look over our programs. Is this done for the courses on the internet?

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Merle E. Price: You raise a good issue about something that leads to some sort of certification; qualification if you will for practice. Of course in the traditional high ed settings and even in high schools and K – 12 there are accreditation processes. We go through various processes here at CSUN just to be sure that our programs meet criteria, like the Commission on Teacher Credentialing. I would be wary if someone who participated with something online that wasn't necessarily accredited. You could say that a physician could pass a medical exam but I would still feel more confident when there is a certificate on the wall that shows institutional certification from a proven institution that is fully accredited and has a reputation.

Moderator Schutte: I think we have time for one more question. The gentleman here in front had his hand up.

Male Audience Person: We talked a little about intellectual capital and about how the online MOOCS can help us there. But the experience on campus is much more than learning new material, it has to do with building say, social capital. How do you see MOOCS online planning out in this arena?

Sharon Russell: One of the major points of our curriculum redesign that we designed for our 2.0 version curriculum was that we appropriated collaboration in all of our activities. So our candidate even though they are online, in all the different counties in California, they need to collaborate with other people in CalStateTEACH to do collaborative projects. They do project based learning, they create lesson plans together, and they are using their digital tools to collaborate. We are using video conferencing such as Zoom. They are using a variety of tools, Goggle Box, Drop Box, to share materials. And then we are building social communities where we have Twitter Accounts, faculty have their candidates set up in their own twitter groups so that is how they do short communications, ways to celebrate victories in the class room etc. And we are also encouraging instagram for the instant moment when your collaborative project has gone well. So we are using social media as a way for them to build community. And then we are building community by requiring that their major assignments, at the end of each of our terms they have a major collaborative assignment that they must do, they must video tape it and then they must annotate it. We need all member of the team to annotate that video that they created together.

Moderator Schutte: Well with that we are at the end of the hour so let us thank the panel.
[applause]

END