ACADEMY OF MANAGEMENT
PROFESSIONAL DEVELOPMENT WORKSHOP

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About Oregon State University

• International public research university
• ~29,000 students and 4000 faculty
• Students from all 50 states, more than 100 countries
• 1 of 2 land, sea, space and sun grant universities
• 3 campuses, 11 colleges, 14 experiment stations, 36 extension offices
Hybrid and Online

- Oregon State’s online bachelor programs ranked 3rd in the nation
- All online courses are asynchronous
- More than 50% of OSU students take one fully-online course per year (Corvallis campus)
- Currently 570 hybrid courses; growing ~20% per year
- 42,000 students have taken hybrid a hybrid course since 2012
Materials in Online vs. F2F

• Align content, resources, activities and assessment with learning outcomes
• Emphasis on learning as an active process, not as passive absorption of information
• Design for online interaction among students, and between instructor and students
• Less than half of in-class time for one-way delivery of information via lecture
• Explicitly integrate online content and activities with in-class content and activities
• Actively encourage learning and interaction beyond the physical classroom
Challenges of teaching hybrid undergraduate courses

Danger of over-stuffing online materials - “course and a half”

Transforming passive classroom into active hybrid experience

Create “flow” to keep interaction and learning active through the week

Strategic use of 1-way delivery of information (classroom lecture)
Challenges of fully-online undergraduate courses

Managing information in Learning Management System
• Clear navigation; learning outcomes; content layout; assessment; frequent and effective feedback
• Instructor ‘presence’

Engaging students with:
• Other students
• Course content
• Instructor
Effective ways to increase engagement in online courses

- Make the coursework and material relevant to the real world
- Set a precedent for active learning early on
- Consider affinity groups for teams and discussion
Strategy for Undergrads

Integrative Strategic Experience; 400-level course
• Offered as elective or Gen Ed
• Discussion boards
  • 20-50% of students typically engage (i.e., go beyond the minimum)
  • Often perceived as ‘busy work
  • Connect teaching to something relevant to students
• Hybrid:
  • Select F2F activities carefully; move what you can online
  • Use asynchronous online work to build up to f2f interactions in-class
Accounting for Undergrads

- Be explicit about the amount of self-motivation needed to be successful in hybrid and online
- Despite reduced or no class time, there is a lot of work
  - Students often underestimate the amount of time needed
- Students (and instructor) must come prepared for class (hybrid)
- Avoid using classtime for lecture (except to clarify key/complex subjects).
- Pre-class reading quizzes are essential. And unloved.
- First time hybrid or online? Start small! Keep it simple! Increment slowly!
- Get it right. Problems in an online class can blow up; individual help needed for each student

- Discussion boards
  - Perceived as busy work
  - Due dates, grades and instructor review all essential for engagement
Resources

• Ecampus Research Unit – Publications, projects and tools
• Online Learning Efficacy Research Database
  • Searchable resource of academic studies on learning outcomes of online and/or hybrid education in comparison to face-to-face environments, hosted by Ecampus
• Effective Hybrid teaching practices
• Blended Course Design workbook
• Hybrid Showcase presentations
OSU’s Hybrid Faculty Showcase (70+ videos)
Thank you
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