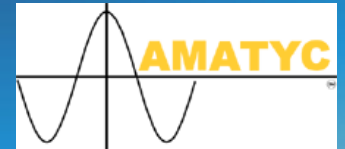


# The Evolution of Online Learning from a Teacher's and Student's Perspective

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Technology has certainly been evolving during the span of this instructor's nearly 40-year teaching career.

Be prepared to participate in this discussion of what used to be, what is, and what may happen in the future from both a teacher's and student's point of view.

Come and share your experiences as well!



I have taken and taught online classes for the past 15 years. There have been good and unfortunately bad experiences.

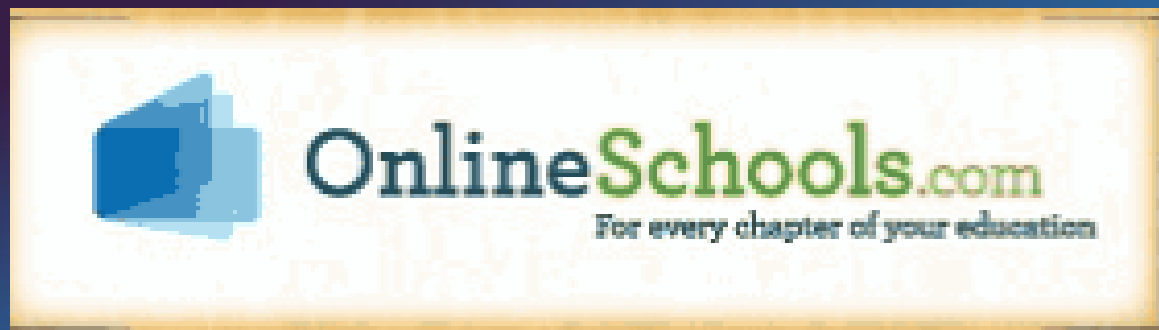
This presentation will look at what has happened, what is currently happening and perhaps what is possible in the future.

I would like this to be more of a discussion among participants so it is possible that everyone will leave with new ideas.



The next few slides were taken from:

<http://www.onlineschools.com/in-focus/history-of-online-education>



# The Evolution of Online Education



1728-1891



## Distance Education's Earliest Days

**1728** Caleb Phillips offers what is thought to be the first distance learning class. The course consists of weekly shorthand lessons by mail.

**1891** The International Correspondence School in Scranton, Pennsylvania is founded. It takes less than 20 years for the school to reach 1 million students.

**1 MILLION STUDENTS**



## Technology Stirs Things Up



1922

Penn State begins offering courses through the radio. Between the two world wars, **200+ colleges and universities** were granted radio broadcasting licenses.



1953



The **University of Houston** is one of the first colleges to offer **televised courses**.

1960

Work begins on **Programmed Logic for Automated Teaching Operations (PLATO)**, which is the first networked computer teaching system.



## Cracking Down on Education Crime



**1980**

The FBI launches **Operation Dipscam** with intentions of cracking down on diploma mills. During the 11-year span of Dipscam, **39 people were convicted**, and **50+ diploma mills were closed**.



**1984**

A poodle, named **Sassafras Herbert**, earns a **diploma** from the American Association of Nutrition & Dietary Consultants.

**1992**

**Congress discontinues federal aid** at institutions where a majority of classes are distance learning. **The ban was lifted in 2006**, after a program showcased how there is a large demand for online courses.



## Online Education Goes Mainstream


**1997**

**California Virtual University** is established through the collaboration of multiple California public colleges and universities. **700 online courses** are offered.


**2002**


**MIT** starts its **OpenCourseWare** project. This allows for free, online course materials to be available to the public. OpenCourseWare started with **32 courses** and by 2004, it had **900 available courses**.

**2003**


The **Sloan Consortium** states that **81%** of college institutions have at least one online or hybrid class.

**2006**

**Salman Kahn** founds the **Khan Academy**, a free collection of YouTube Videos offering lessons in various subjects.


**2009**

Over **5.5 million students** were enrolled in at least one online course.







## What Does the Future Hold?

Online education is on a serious growth path...



Increase in online education enrollments between 2008 and 2009



Increase in higher education enrollment between 2008 and 2009

...and it's projected to continue.

Post-secondary online enrollments



30% Increase in 2011



37% Projected increase in 2015



*Number and percentage of students enrolled in degree-granting postsecondary institutions, by distance education participation, level of enrollment and control of institution: Fall 2013*

| Level of enrollment and control of institution | Number of students |                               |   |  |  | Percent of students |                               |   |  |  |
|--|--------------------|-------------------------------|---|--|--|---------------------|-------------------------------|---|--|--|
|  | Total              | No distance education courses | Total, any distance education course(s) | At least one, but not all, of student's courses are distance education courses | Exclusively distance education course(s) | Total               | No distance education courses | Total, any distance education course(s) | At least one, but not all, of student's courses are distance education courses | Exclusively distance education course(s) |
| <b>Total</b>                                   | <b>20,375,789</b>  | <b>14,853,595</b>             | <b>5,522,194</b>                        | <b>2,862,991</b>   | <b>2,659,203</b>                         | <b>100.0</b>        | <b>72.9</b>                   | <b>27.1</b>                             | <b>14.1</b>  | <b>13.1</b>                              |
| <b>Level of enrollment</b>                     |                    |                               |   |  |  |                     |                               |   |  |  |
| Undergraduate                                  | 17,474,835         | 12,847,210                    | 4,627,625                               | 2,645,183  | 1,982,442                                | 100.0               | 73.5                          | 26.5                                    | 15.1   | 11.3                                     |
| Postbaccalaureate                              | 2,900,954          | 2,006,385                     | 894,569                                 | 217,808  | 676,761                                  | 100.0               | 69.2                          | 30.8                                    | 7.5  | 23.3                                     |
| <b>Control of institution</b>                  |                    |                               |   |  |  |                     |                               |   |  |  |
| Public   | 14,745,558         | 11,001,316                    | 3,744,242                               | 2,462,362  | 1,281,880                                | 100.0               | 74.6                          | 25.4                                    | 16.7   | 8.7                                      |
| Private nonprofit                              | 3,974,004          | 3,178,594                     | 795,410                                 | 275,020  | 520,390                                  | 100.0               | 80.0                          | 20.0                                    | 6.9  | 13.1                                     |
| Private for-profit                             | 1,656,227          | 673,685                       | 982,542                                 | 125,609  | 856,933                                  | 100.0               | 40.7                          | 59.3                                    | 7.6  | 51.7                                     |

Taken from the National Center for Education Statistics – <http://nces.ed.gov/fastfacts/display.asp?id=80>



# Teaching Online: My Journey

- First aware of online classes in the late 1990s
- I am here today because I teach all my classes online
- I am teaching online right now
- I started teaching online in 2002
- I have developed three online courses
- Constant training in course management systems



# Teaching Online: My Journey

## Why do I teach online?

- I can work from home
- I get to know students I otherwise might not get to know
- I don't have a long commute to campus in bad weather
- Course is all prepared at the beginning of the semester



# Teaching Online: My Journey

## Why do I teach online?

- I can cover other instructors' classes if needed
- There is continual professional development
- No more final grade calculation
- Homework platforms are available
- I can attend conferences and still teach



# Teaching Online: My Journey

## Things I do that might be considered unusual:

- Students pick how they want to be graded
- Students must pass final to pass the course
- Photo id must be shown to take final
- Student's final course grade will not be more than 20 points higher than the grade received on the final
- No incompletes or extensions are given



# Teaching Online: My Journey

## Problems with teaching online:

- Miss being in the classroom
- Students think online classes are easy
- **STUDENTS DO NOT READ**
- Students text instead of writing formally
- Students get behind
- Labor intensive in the beginning of the semester



# Teaching Online: My Journey

## Problems with teaching online:

- I am always attached to my laptop or smartphone
- There is pressure to keep up with the changes in technology
- Initial setup of gradebook is difficult
- Students rely too much on “Help Me Solve This” and “View an Example” buttons





# Being a Student Online: My Journey

- I have taken online courses – some good, some bad
- Some online courses were for fun, some for an online teaching certificate
- I've been able to see first hand what other teachers do that I like and I don't like



# Being a Student Online: My Journey

## Good Experiences:

- Teacher involved class in discussion
- Teacher was present in class
- Teacher answered questions in a reasonable amount of time
- Teacher allowed early access to locked modules
- Teacher had sufficient resources for all learning styles



# Being a Student Online: My Journey

## Bad Experiences:

- Never heard from one teacher after class began
- Teacher didn't grade assignments in a timely fashion
- Bad design of course
- Hard to get required text in course
- Unrealistic deadlines

My bad experiences make me a better online teacher.



# Stories

- Student call to Office of Distance Learning
- Photo id not provided during final exam
- Student faxing work for her and her husband together
- I didn't know that we had to have a computer or printer
- Please let me stay in the course
- Late starts
- Student nominating me for an award





# What do you think the future will bring?

- more completely online degree programs
- more hybrid or blended classes
- what else?



# Questions???



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Jane Tanner



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**Session 2306**

**The Evolution of Online Learning from a Teacher's and Student's Perspective**

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