Why do we teach online?

Oliver Dreon, PhD
Associate Professor, Educational Foundations
Director, Center for Academic Excellence
Millersville University of Pennsylvania

Why do we teach online?

Online and blended courses

19,641,140 Total number of students enrolled in degree-granting postsecondary institutions
6,142,280 Number of students who have taken at least one online course
31.3% Percentage of total population who have taken at least one online course
18.5% Compound annual growth of online population since 2002

Going the Distance: Online Education in the United States (2011)
Based on responses from academic leaders from 2,500 institutions

Perceptions of online teaching

Flexibility in scheduling

Going the Distance: Online Education in the United States (2011)
Based on responses from academic leaders from 2,500 institutions

Perceptions of online teaching

<table>
<thead>
<tr>
<th></th>
<th>Learning outcomes</th>
<th>Student satisfaction</th>
<th>Supports student learning styles</th>
<th>Student-to-faculty interaction</th>
<th>Presentations of course material</th>
<th>Ability for students to work at own pace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior to face-to-face</td>
<td>2.7%</td>
<td>2.0%</td>
<td>5.6%</td>
<td>4.1%</td>
<td>5.1%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Somewhat superior to face-to-face</td>
<td>13.8%</td>
<td>12.9%</td>
<td>25.7%</td>
<td>26.4%</td>
<td>21.2%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Same as face-to-face</td>
<td>51.1%</td>
<td>62.5%</td>
<td>34.9%</td>
<td>28.1%</td>
<td>22.3%</td>
<td>45.3%</td>
</tr>
<tr>
<td>Somewhat inferior to face-to-face</td>
<td>22.7%</td>
<td>16.5%</td>
<td>24.7%</td>
<td>27.9%</td>
<td>32.4%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Inferior to face-to-face</td>
<td>9.7%</td>
<td>6.1%</td>
<td>9.2%</td>
<td>12.1%</td>
<td>19.0%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Community of Inquiry


Primary Brain Networks

Recognition Networks
Strategic Networks
Affective Networks

Primary Brain Networks

Recognition networks
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks. Manages the “what” about learning.

Strategic networks
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks. Manages the “how” about learning.

Affective networks
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions. Manages the “why” about learning.

Universal Design for Learning
Principle I: Provide Multiple Means of Representation
Principle II: Provide Multiple Means of Action and Expression
Principle III: Provide Multiple Means of Engagement

For more on Universal Design for Learning, visit:
www.udlcenter.org