

# Education Without Borders:

## Online Education and the International Student

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**Center for International Programs**

**WALDEN UNIVERSITY**

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# Technology Has Changed Our Lives...



# ...We Get News in a Different Way...

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## Winter Olympic Games 2010 - Vancouver: Ladies

cross-country races for women. Gaétan Boucher and Karin Enke each won two gold medals in speed skating, while East German women win all but three

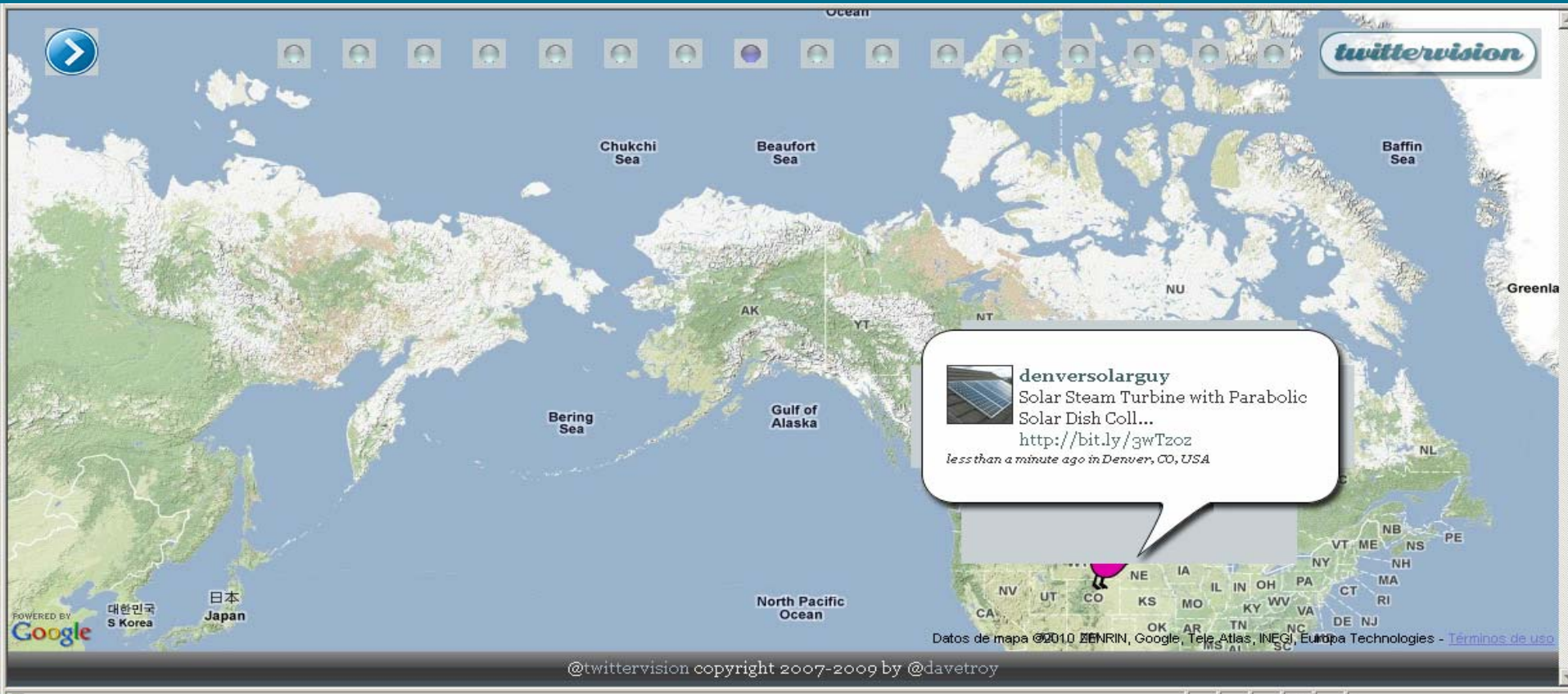
0.0 system scores for artistic impression in the free dance ice dancing competition, a feat that, as of 2010[update], has yet t

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# ...We Self-reflect With a Broader Audience...

- <http://beta.twittervision.com/>



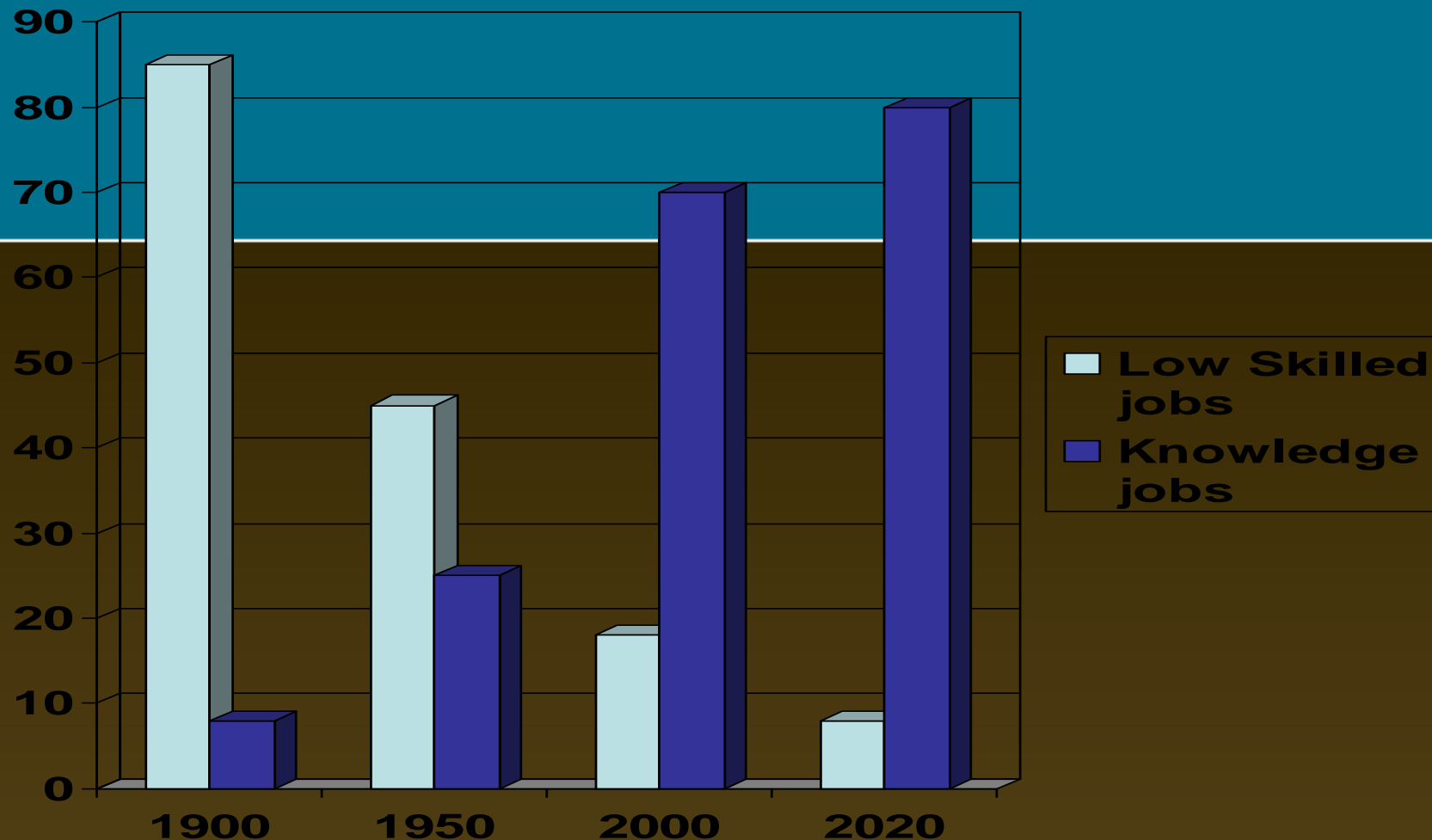
# ...We Make Friends in New Ways...



# Technology Has Changed the Way We Are, or Should Be Teaching and Learning...



# Trends in the Work Environment That Impact Education



- <http://www.newtechfoundation.org/>

# Skills For the 21<sup>st</sup> Century\*

## LEARNING & INNOVATION

- Creativity & Innovation
- Critical Thinking & Problem solving
- Communication & Collaboration

## LIFE & CAREER

- Flexibility & Adaptability
- Initiative & Self-direction
- Social & Cross-cultural Skills
- Productivity & Accountability

## INFORMATION & TECHNOLOGY

- Information Literacy
- Media Literacy

On-line education

# Online Education: Borderless Communities of Learning



# Why Online Education?

- Flexibility
- Career Advancer
- Access
- Success
- Prevents “brain drain”



# Who is Studying Online?

Sloan Report on Online Education 2009 tells us:

- 4.6 million students in U.S. now taking at least one online course in 2008 – **17% increase from 2007.**
- One of every four students in the U.S. have taken an online course



# How Effective is Online Education?

- Overall, research has found either no significant differences or small differences favoring online education when comparison learning outcomes in face-to-face and online education settings.
- The particular technology used does not appear to strongly influence the learning outcomes.
- It's not the medium but characteristics of the curricula and learning experience behind distance education. Same best practices in curriculum and instruction that predict learning outcomes in face-to-face settings do so in online environments:
  - Reflective learning
  - Individualized instruction
  - Providing learner control
- Research trends similar whether in U.S.-based or international setting.
- Future research focus on K-12 education and “right” combination of online and face-to-face educational settings.

# How Effective is Online Education?

## Department of Education Study

U.S. Department of Education, Office of Planning, Evaluation, & Policy Development. (2009). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Washington, D.C.

Meta-analysis of 51 results from 46 studies comparing pure online and blended online instruction vs. face-to-face.

***“Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction; and students who took their instruction through blended (online & f2f) did better than either pure online or pure face-to-face instruction.”***

Russell, T. L. (2001). *The no significant difference phenomenon*. International Distance Education Certification Center, 5<sup>th</sup> Edition.

344 studies from 1928-1999 comparing learning outcomes.

***“These studies tell me that there is nothing inherent in the technologies that elicits improvements in learning.”***

Cavanaugh, C. (2001). The Effectiveness of Interactive Distance Education Technologies in K-12 Learning: A Meta-Analysis. *International Journal of Educational Telecommunications* 7(1), pp. 73-88.

19 experimental and quasi-experimental studies

***“The overall mean effect size was 0.147, a small positive effect in favor of distance education. Effect sizes were more positive for interactive distance education programs that combine an individualized approach with traditional classroom instruction.”***

Bernard, R.M., P.C. Abrami, Y. Lou, E. Borokhovski, A. Wade, L. Wozney, P.A. Walseth, M. Fiset, and B. Huang. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Education Research* 74(3): 379-439.

***“In total, 232 studies containing 688 independent achievement, attitude, and retention outcomes were analyzed. Overall results indicated effect sizes of essentially zero on all three measures and wide variability. This suggests that many applications of DE outperform their classroom counterparts and that many perform more poorly.”***

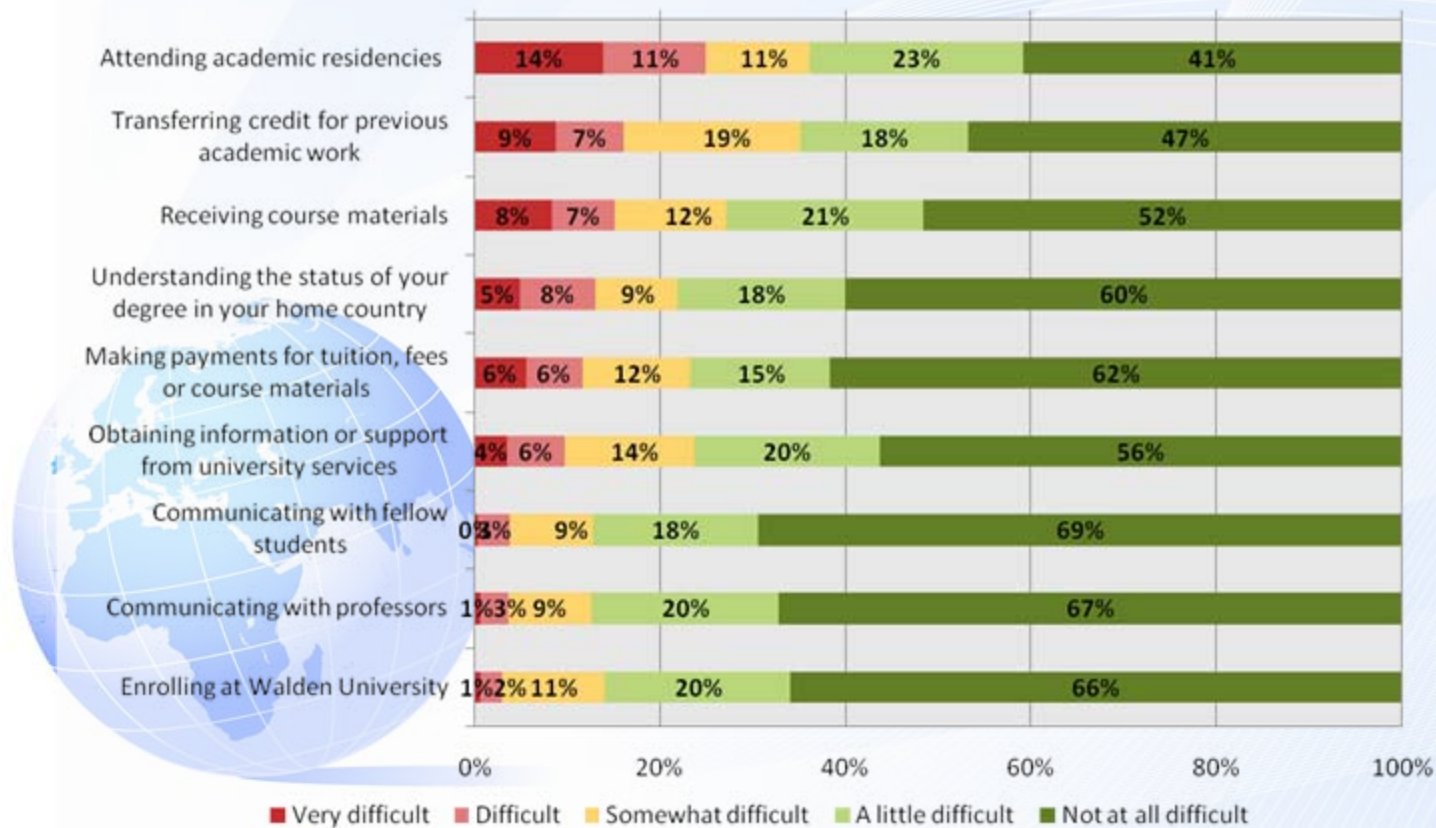
Sitzmann, T., K. Kraiger, D. Stewart, and R. Wisher. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology* 59:623-64.

96 studies of adult learners from 1985-2005 comparing web-based to classroom instruction

***“The overall results indicated WBI was 6% more effective than CI for teaching declarative knowledge, the 2 delivery media were equally effective for teaching procedural knowledge, and trainees were equally satisfied with WBI and CI. However, WBI and CI were equally effective for teaching declarative knowledge when the same instructional methods were used to deliver both WBI and CI.”***

# How Do International Students Respond to the Online Environment?

*From your perspective as an international student, please rate how difficult it was to overcome each of the following challenges?*



Source:  
2008 Student Satisfaction Survey (41% response rate)

Sample for question:  
All current students residing outside the U.S.

Sample sizes for question:  
Attending academic residencies n=216  
Transferring credit for previous academic work n=304  
Receiving course materials n=462  
Understanding the status of your degree in your home country n=405  
Making payments for tuition, fees or course materials n=445  
Obtaining information or support from university services n=450  
Communicating with fellow students n=460  
Communicating with professors n=462  
Enrolling at Walden University n=460

# Who is the Online International Student?

- Students from every corner of the world are studying online.
- Older than the traditional student
- Working professionals who want to advance their careers
- People with family obligations that tie them to their home country



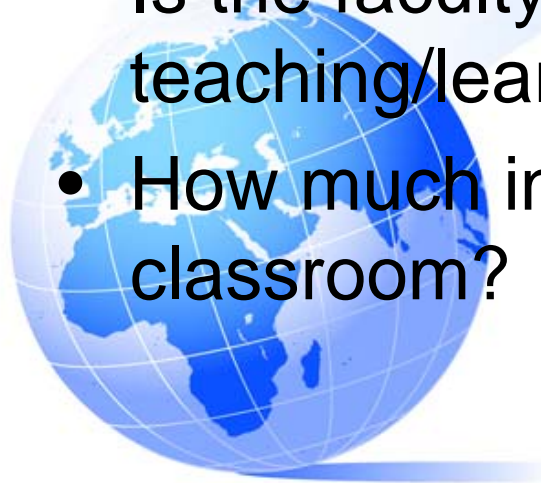
# What to Look For in an Online University?

- Is the university accredited?
- Are the programs offered relevant to my career?
- What kind of student services are available?
- Are there dedicated resources for international students?



# What to Look For in an Online University?

- What is the average class size?
- What are the faculty credentials?
- How successful are the graduates?
- Is the faculty experienced in online teaching/learning?
- How much interaction is there in the online classroom?



# Curriculum: What Does an Online Program Look Like?

- **Courses**—Fully online where academic activities typically take place in asynchronous format
- **Blended Learning**—Integrated instructional approach that combines face to face and online/computer mediated learning
- **Residencies**—Face to face learning events designed to meet program requirements

# Sample Course:

## *Critical Thinking and Logic*

### **Description of the Course:**

This course focuses on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators' arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values.

### **By the end of this course, you will be able to:**

- Explain the importance of critical thinking and the implications of not questioning information
- Apply critical thinking skills to academic, personal, and professional situations and to bring about social change.
- Advocate positions on an issue that include reasons, evidence, counterarguments, and a conclusion.
- Analyze and assess information for fact, opinion, bias, and credibility.
- Describe ways that information can be presented to reflect, promote, and/or sustain a particular point of view on an issue

# An Online Classroom

## MASTER ITEC 2060 Database Management Systems (PD)

Instructor: Allan Fisher, Robert Hofkin, Patricia Ryan, Rick Stevens, Mumtaj Ismail, Stephanie Hossbach, Michael Passaro, Darrell Luzzo

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Course Author Course Admin Gradebook Email Chat Doc Sharing Dropbox Webliography

### Course Home

Help

### Course Home

Expand All

### Announcements

### Submitter

### Date

Expand	✉ <a href="#">Important announcement for all students regarding section changes</a>	Walden Administrator	1 Apr 05
Expand	✉ <a href="#">ITEC 2010: Data Structures - Course Geography</a>	Instructor Ryan	1 Apr 05



### ITEC 2010: Data Structures

Content Alert

Expand All

Sort By: [Name](#) | Course Item

### What's New

Welcome Martine Richards. The following items are new since **1 Apr 05**.

#### Item

- Expand [Webliography](#)
- Expand [Course Home - Class Café](#)
- Expand [Unit 1 - Blog](#)
- Expand [Unit 2 - Blog](#)
- Expand [Unit 3 - Blog](#)
- Expand [Unit 4 - Blog](#)
- Expand [Unit 5 - Blog](#)

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# Media Content

## MASTER ITEC 2060 Database Management Systems (PD)

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Course Author Course Admin Gradebook Email Chat Doc Sharing Dropbox Webliography

Course Home

- Syllabus
- Syllabus-II
- Term Calendar
- Course Introduction
- Resources
- Instructor
- Course Support
- Rubrics
- Class Café
- Walden Links
- Guidelines
- Turnitin\*

Unit 1

- Prepare
- Explore
- Blog
- Application

Unit 2

Unit 3

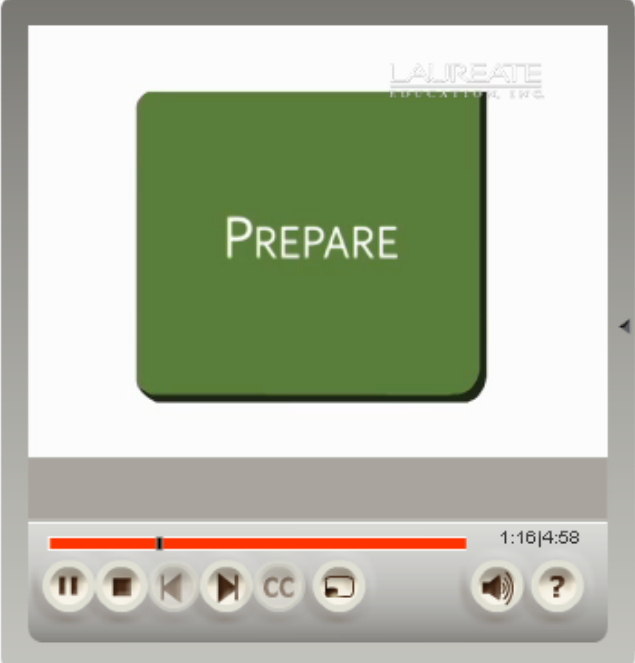
Unit 4

Unit 5

Unit 6

Exit Course Logout

unit. To view this unit's video resources, please use the streaming media player below..



LAUREATE EDUCATION INC.

PLAYLIST

Name	Time
UNIT 01 Overview	4:58
(Audio Only) UNIT 01 Over	4:58
CRC Cards and Java Class	3:15
(Audio Only) CRC Cards ai	3:15

DOWNLOADS

Name	Size
UNIT 01 Overview	4.5 MB
UNIT 01 Overview	2.3 MB
UNIT 01 Overview	42 KB

PREFERENCES

VIDEO SIZE

- Small (Dial-Up | Satellite)
- Medium (DSL | Cable)
- Large (Fiber-optic)

■ Course Text: Dale, N., & Weems, C. (2008). *Programming and problem solving with Java* (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers.

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# Discussion Boards

**MASTER ITEC 2060 Database Management Systems (PD)**  
Instructor: Allan Fisher, Robert Hofkin, Patricia Ryan, Rick Stevens, Mumtaj Ismail, Stephanie Hossbach, Michael Passaro, Darrell Luzzo

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Course Author Course Admin Gradebook Email Chat Doc Sharing Dropbox Weblogography

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Unit 1  
Unit 2  
Unit 3  
Unit 4  
Unit 5  
Unit 6

Prepare  
Explore  
Blog  
Application

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Internet

Use this calculator to [estimate your grade](#) on the assignment.

**To participate in the Blog**, post your Blog entry by **Day 3**. Then read a selection of your colleagues' postings. Finally, respond to at least two classmates in their topic areas by **Day 6**.

**Your Response**

Check Spelling Post Cancel

Response :

First Name : Martine

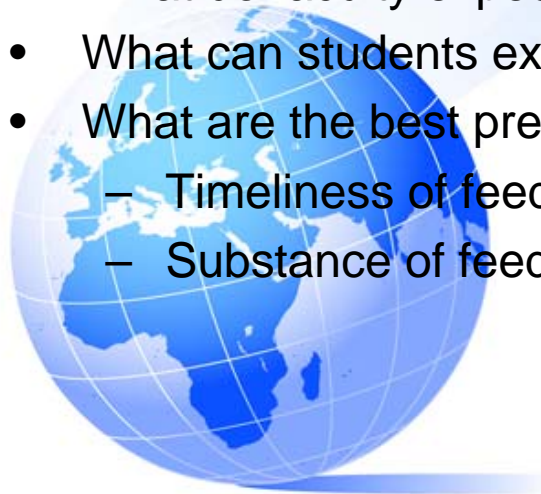
Last Name : Richards

Attachment :  Browse... (optional)

Check Spelling Post Cancel

# Faculty in the Online Environment

- What is the role of the institutional mission in faculty engagement?
- How are faculty recruited and selected?
- How are faculty oriented to the institution and its expectations?
- What components of faculty evaluation facilitate faculty development and engagement?
- In what type of online culture do faculty not only succeed, but thrive?
- What do faculty expect of students?
- What can students expect of faculty?
- What are the best predictors of student satisfaction and learning?
  - Timeliness of feedback
  - Substance of feedback



# Faculty Qualifications

- Sufficient academic credentials in the discipline necessary to teach at the program level
- Record of teaching, research supervision, and/or mentoring experience
- Online and hybrid teaching experience
- Particular licenses or certifications particular to the position
- Specific experience in certain areas, to include full range of instructional responsibilities (e.g., course instruction, course development, mentoring, outcome assessment)
- Ability to provide timely and substantive feedback to students at the appropriate developmental level
- Specific language requirements.



# International Student Support

International students need a different kind of support:

- Dedicated international support staff
- Support available 24/7 so time zones don't get in the way of learning
- Expert Faculty who understand different cultures and needs
- Writing support for non-native English speakers
- Community for international students (e-communities and other linkages)

# They Are Getting Ready For A New Job Market ...Are You?

This is our new world...

