

UC Online Education - Mission

UC Online creates and delivers online courses for UC-credit emphasizing lower-division gateway and general education courses developed by UC faculty.

For UC Students: UC credit

...enhance choice, alleviate overcrowding,
improve time to degree

For Departments & Faculty:

...generate new revenue, build capacity
for online delivery

For Non-UC Students: transferable UC credit

...increase access to high quality classes
by world-class faculty

UC Online Education - Perspective

Fundamental assumption...

...courses must have the quality expected from UC

This has driven course design.....

...emphasis on enabling faculty to tailor learning to their style, for their discipline, and with the latest available in creative technology.

It is inherent in the Senate course approval process...

...quality a major concern to faculty

...operational advantage: built-in quality assurance

UC Online Education

35 courses taught or in development...



Initially as a pilot project, evolving into a sustaining program

UC Online Education

Through fall, 2012...

- ... 14 different courses taught online
 - 4 taught multiple times
- ... from 8 campuses
- ... 1700 UC students enrolled

In winter and spring 2013...

- ...14 new online courses expected to be offered
- ...up to 23 total online course offerings
- ...as many as 16 open to non-UC students

Summer 2013...

- ...4 new courses
- ...20+ UCOE courses taught online
- ...32 different courses taught by the end of summer

UC Online Education - Perspective

Innovative delivery modes...

...using the latest in online technology & pedagogy

Scholarly interaction...

...student-content

...student-instructor

...student-student

Synchronous and asynchronous discussion

Direct instructor engagement...

...guidance, assistance, feedback, grading

UC Online Education - Perspective


Innovative delivery modes...

...using the latest in online technology & pedagogy

- Goal: modern, flexible LMS with standard basic capabilities

 Ability to add tools easily when new technology becomes available.

- Initially develop CoLE (Common Learning Environment) based on Sakai OAE, for which development has halted.

 Added to CoLE: Etherpad, Piazza, AdobeConnect, Edublog, Brightcove, Voicethread

- Currently testing alternative LMSs

 Building pilot courses in Canvas from Instructure

 Provides a modern but flexible environment

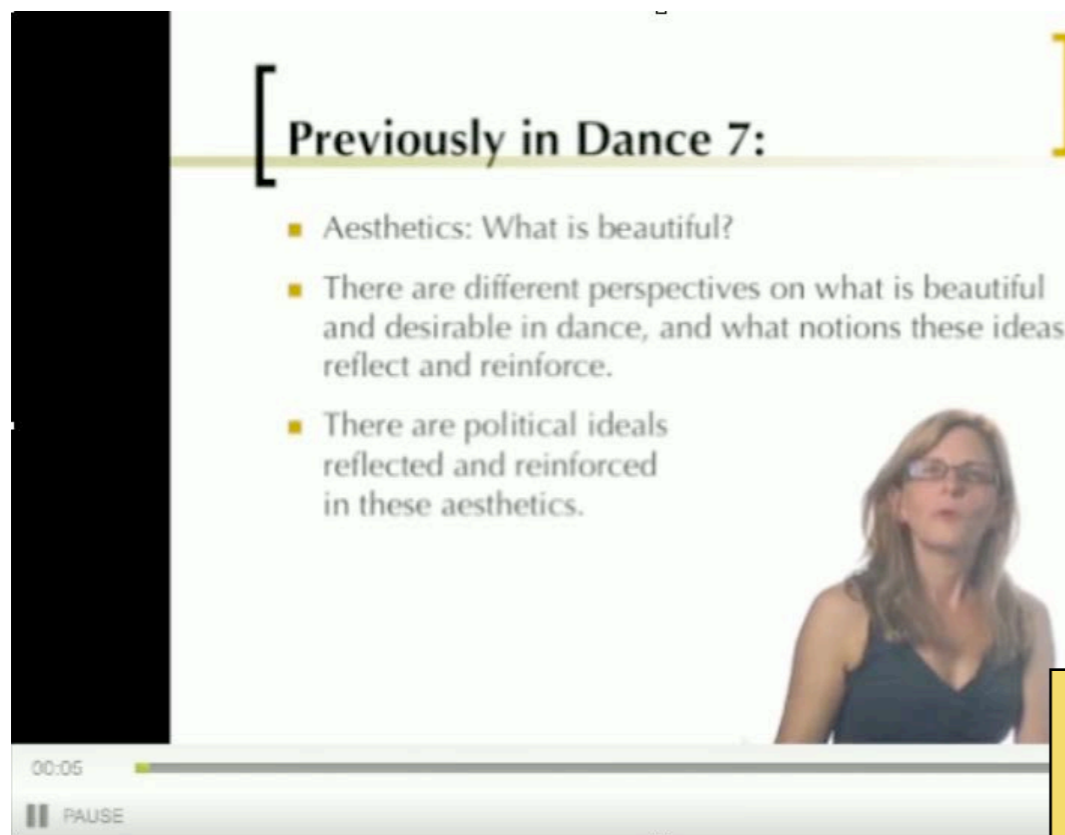
UC Online Education - Perspective

Innovative delivery modes...

...using the latest in online technology & pedagogy

1. Watch lecture modules

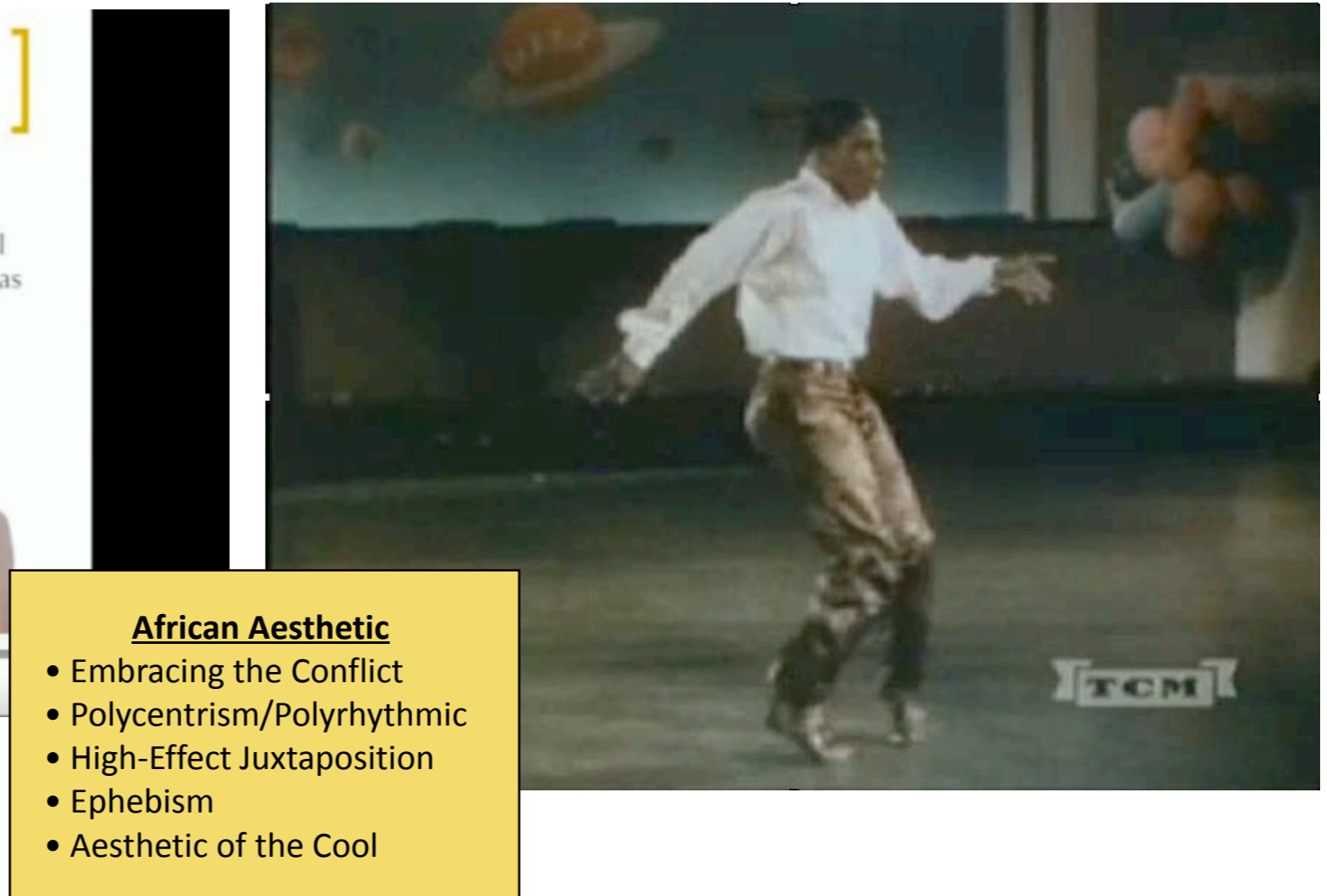
2. Watch video clip



Previously in Dance 7:

- Aesthetics: What is beautiful?
- There are different perspectives on what is beautiful and desirable in dance, and what notions these ideas reflect and reinforce.
- There are political ideals reflected and reinforced in these aesthetics.

00:05
PAUSE



African Aesthetic

- Embracing the Conflict
- Polycentrism/Polyrhythmic
- High-Effect Juxtaposition
- Ephemism
- Aesthetic of the Cool

TCM

UC Online Education - Perspective

Innovative delivery modes...

...using the latest in online technology & pedagogy

3. Read materials

4. Complete portfolio prompts

Presence in American Performance 13
First Premises of an Africanist Aesthetic

...been worked, reworked, and of diasporan African peoples use and display themselves in s. Concepts are privileged to Robert Farris Thompson n." In his book of the same l attributes in West African n" (1974, 5-45). Due to geol retentions, these character- ltures. Middle Passage and ican diaspora stripped Afri- ut not of their cultural sys- decultured, to borrow the Roger Abrahams (1977, 66). ons is that of balance, cool- n all-embracing, positive at- ure, silence, vitality, healing

...t aesthetic is to isolate spe- s of discussion, apply them that example in light of the gel and Kariamu Welsh As- Africanist aesthetic and de- g from these sources, I have ur in many forms of Euro- let. It is important to note rated and categorized only cesses, tendencies, and atti- d do not appear as separate ve nature, I use the dance ate each attribute. An Afri- enormous popularity in the abaret routine clearly dem- Marshall and Jean Stearns' icanist dances could have

culture of the West. . . one epitome of the total history of the West" (quoted in Cohen 1982, 131). For these reasons, I use ballet as the quintessential European referent in elucidating the five principles that follow.

EMBRACING THE CONFLICT

In a broad sense, the Africanist aesthetic can be understood as a precept of contrariety, or an encounter of opposites. The conflict inherent in and implied by difference, discord, and irregularity is encompassed, rather than erased or necessarily resolved. That this principle is basic to the Africanist world view is manifested in the importance of the crossroads as a symbol in Africanist cultures worldwide. The crossroads is the locus of the "coincidence of opposites" (Deren 1991, 100n). Thus, Africanist art forms deal in paradox as a matter of course, with irony following close behind. Contrariety is expressed in African dilemma tales, in music or vocal work that sounds cacophonous or grating to the untrained ear, and in dance that seems unsophisticated to eyes schooled in a different aesthetic. This principle is reflected in the others and they, in turn, are reflected in it. Embracing the conflict is embedded in the final principle, the aesthetic of the cool, since coolness results from the juxtaposition of detachment with intensity. Both precepts—and all the other aesthetic principles—are manifested as simultaneously ludic and tragic (frequently even self-mockingly so, as in the blues), in an attitude and style that is uncharacteristic. It would be difficult to identify aesthetic sites would be difficult to identify aesthetic sites, "academic" or Harlem nightclubs such as the Bluebelly. This illustrates this concept:

Tucker had at the same time a volcanic nature. . . .
 When Snake Hips slithered across the floor, he was completely at ease. Nobody snickered at him. He was nervous or embarrassed one day. His marked face looked directly at the audience with partial hostility. Snake Hips' act usually consisted of five parts. He came slipping on with a

- African Aesthetic**
- Embracing the Conflict
 - Polycentrism/Polyrhythmic
 - High-Effect Juxtaposition
 - Ephebism
 - Aesthetic of the Cool

Earl "Snake Hips" Tucker	16. What do you see in the Earl "Snake Hips" Tucker video? Describe Tucker's movement. Earl "Snake Hips" Tucker's movements were very smooth and he gives the slight impression that he is gliding. At the beginning he started with small drastic minor movements. His hips appear to move in a circular motion. His movement feels like the exact opposite of a ballet dancers.
Earl "Snake Hips" Tucker	17. Do you agree or disagree that Tucker's dancing addresses issues of disempowerment faced by black men? What might some of those issues be? Note where, in the movement, you might see Tucker addressing these issues. I do not feel like Tucker's dancing addresses issues of disempowerment faced by black men, but at the same time given his time period things could be viewed differently. After all, dance is a form of expression.
Earl "Snake Hips" Tucker	18. What "Africanist Aesthetics" do you see in this dancing? Identify and describe them. I definitely see the polyrhythm in his dancing. There are examples throughout the entire YouTube video. For instance at 0:45 it appeared like the wave was going throughout his body. At 0:57 it was the same thing except he was lower. At 1:18 Tucker starts to rotate his hips, but it was in the opposite motion of his body. His ephebism was evident throughout the clip. In terms of aesthetic of the cool, it means "attitude that combines composure with vitality." And Tucker showed the attitude of carelessness while staying in control. The ability to make it seem like body parts could be detached.
Sally Ann Ness/Tinikling	20. What specific physical movements and challenges does Sally Ann Ness describe learning in the tinikling tourist performance she takes part in? (See pp. 71-73 and 74-5 of the article especially.) List several of the things Ness describes.


UC Online Education - Perspective

Scholarly interaction...

...student-content, student-instructor, student-student


- **Student-Content**

-  Multiple pathways for interactive content and skill delivery.


-  Frequent low stakes quizzes, activities, problem solving: feedback on whether learning is occurring for both student and instructor.

- **Student-Instructor**

-  Instructors have an obvious presence in the course

-  Students interact frequently and directly with instructors & TAs who are experts in their fields.

- **Student-student**

-  Students frequently work together, using tools like Etherpad and Edublog

-  Peer grading can be incorporated as appropriate.

UC Online Education - Perspective

Synchronous and asynchronous discussion...

...promoting interaction among students and instructors


- **AdobeConnect, Twiddla, Scribblar**

-  Synchronous office hours and small group discussions.

-  Active input from both instructors and students

- **Piazza**

-  Student questions answered by both other students and/or instructors

-  Students can work toward a single answer; endorsed by the instructor; a scrollable interface showing incremental changes

- **Etherpad, Voicethread, Edublogs**

-  Facilitates students working in groups

-  Outcome can be creative, multimedia and attractive

UC Online Education

Scholarly interaction....synchronous & asynchronous
...student-student; student-instructor...

- Piazza - students pose questions to other students and to instructor. Piazza tracks the answers, highlighting instructor response

The screenshot displays the Piazza interface for a course titled "CoLE | (UCB) COMPSCI W10 : Th...". The left sidebar shows a navigation menu with sections like "Assignments", "Piazza", "Scratch / BYOB / Snap!", "Course Textbook", and a weekly breakdown from "Week 1 (8/23-8/24)" to "Week 7 (10/1-10/5)". The main content area is divided into two columns. The left column lists various posts, including "Instr Note Try the practice exam again ...", "Public key and private key", and several posts under "WEEK 10/7 - 10/13", such as "Recursive Division", "Is Reading quiz 5 score available now?", and "Homework 3 Grade". The right column shows a detailed view of a question titled "lab 12 images" with the text: "I am having trouble viewing the diagrams on Lab 12 that are supposed to be flow charts to show the recursive functions. Any one else having this problem?". Below the question is an answer from "the instructors" stating: "if you're referring to the 'Tracing a Recursive Function' section of lab 12, the diagrams are visible for me. try clearing the cache, refresh the browser, then log in again." At the bottom, a "followup discussions" section shows a comment from Gabriel Jack Weitzman: "Yea... something is being weird for me too. If I move to a new link and come back the pictures are there, but they don't load initially... Weird. It makes me worry that I've missed something somewhere else."

UC Online Education

Scholarly interaction....synchronous & asynchronous
...student-student; student-instructor...

Office Hours/Discussion through AdobeConnect

The screenshot displays an Adobe Connect session interface. At the top, two red arrows point to the 'Share documents' and 'Whiteboard for writing/drawing' features. The main content area is split into two panes. The left pane shows a presentation slide titled 'Precession' with a diagram of Earth's orbit around the Sun. The diagram labels 'Perihelion' and 'Aphelion' on the horizontal axis, and 'June Solstice', 'September Equinox', 'December Solstice', and 'March Equinox' on the vertical axis. The right pane shows a whiteboard with handwritten notes: '41,000 obliquity', '100,000 eccentricity', '21,000 land mass in N hemi', 'e = 0.005', 'e = 0.0167', 'oceans → buffering', and 'land Δ's temp'. Below the main panes, there are three smaller sections: 'Attendees (5)' listing Lisa, Andrew, Avinash, Jonathar, and Nikhil Jc; 'Chat (Everyone)' with a conversation about a gradebook; and 'Files 2' listing 'LA_SAS25Diss4_Outline.doc' (48 KB) and '1066887619_LA_SAS25Diss4_PP.pptx' (6 MB). A 'Video' section shows a small video feed of a participant named Lisa. At the bottom, three red arrows point to the 'Live chat session', 'Files for downloading', and 'Instructor via audio & video' features.

Share documents

Whiteboard for writing/drawing

LA_SAS25Diss4_PP.pptx

Whiteboard 13

Precession

Past or Future

March Equinox

Perihelion

Aphelion

June Solstice

September Equinox

December Solstice

Northern Hemisphere

Northern Hemisphere

Attendees (5)

Hosts (1)

Lisa

Presenters (0)

Participants (4)

Andrew

Avinash

Jonathar

Nikhil Jc

Chat (Everyone)

Nikhil warmer

Diksha: i'm not sure. warmer?

Nikhil my grade for exercise 1 still isn't in the gradebook

Nikhil i didn't turn it in late

Andrew for the midterm if we just study the list that you posted, will be okay?

Nikhil i got it back with a grade

Nikhil just isn't in the gradebook

Lisa ok, will check it right after this

Files 2

Name	Size
LA_SAS25Diss4_Outline.doc	48 KB
1066887619_LA_SAS25Diss4_PP.pptx	6 MB

Save To My Computer

Video

Lisa

0:28:28/0:36:04

Live chat session

Files for downloading

Instructor via audio & video

UC Online Education

Scholarly interaction....synchronous & asynchronous
...student-student; student-instructor...

Office Hours/Discussion through AdobeConnect

The screenshot shows an Adobe Connect session interface. At the top, the browser address bar displays the URL: https://ucoe.adobeconnect.com/_a1021101367/p4ryf3lse7m?launcher=false&fcsContent=true&pbMode=normal. The session title is "LisaThu6_diss6".

The main content area is divided into two sections:

- LA_SAS25Diss6_PP.pptx**: A presentation slide titled "Technologies" with a yellow background. It lists five energy technologies: Electric, Compressed natural gas, Hydrogen fuel cell, Biomethane/ethanol, and Petroleum gas. To the right of the list are two numbered questions:
 1. What are the pros and cons of each?
 2. What technology would you choose in your next car and why?
- Whiteboard 13**: A whiteboard with text. The top text reads: "Hydrogen holds great promise to meet many of our future energy needs, and it addresses national security and our environmental concerns. Hydrogen is the simplest, most abundant element in the universe." followed by "Dan Lipinski". Below this, a question is posed: "Dan is speaking about hydrogen fuel. How accessible is this fuel truly? Can we just 'pull it out of anything' as the tone here suggests?". A red arrow points from this text to the video gallery below.

At the bottom of the interface, there are three panels:

- Attendees (7)**: A list of participants including Hosts (1) Lisa and Participants (6) Andrew, Avi, Diksha, Eliza, and Eric.
- Chat (Everyone)**: A chat window showing a conversation:

Avin: ok thank you
Niki: biodiesel and electric
Eric: biodisel
Eliza: natural gas?
Lisa: Biodiesel
Lisa: group 1
Lisa: electric
Lisa: g2 natrual gas
Lisa: biofuels - bio ethanol g3
- Video**: A gallery of six video feeds showing participants in a virtual meeting.

UC Online Education

Scholarly interaction....synchronous & asynchronous
...student-student; student-instructor...

- Office hours using Twiddla: student can input directly onto the whiteboard.

The screenshot shows a web browser window with the Twiddla interface. The main whiteboard area contains the following handwritten text:

$$\begin{aligned} 2x + y &= 6 - x \\ x + 3y &= 10 \end{aligned}$$

Solve for
 x, y

The interface includes a top toolbar with options like Whiteboard, Web Page, EtherPad, Document, Image, Browse, Select, and Draw. A sidebar on the right contains controls for Invite, Join Audio, and Edit Profile, along with a list of participants (currently showing 'guest9425'). A notice at the bottom of the sidebar states: "will be wiped clean every 5 minutes. If you want to get any real work done you should probably [start a new meeting now!](#)" Below this is a section for TwiddleBot with the text: "TwiddleBot Have fun! Don't mind me. You can stay here as long as you like. I can tidy around you. You have no idea how untidy they can become. I have to clean them out every 5 minutes."

UC Online Education - Perspective

Direct instructor engagement...

...guidance, assistance, feedback, grading by instructors

- **Instructor involvement often parallels in-person class formats**
 - 📖 Synchronous: Office hours, discussions; AdobeConnect
 - 📖 Asynchronous: Discussion threads, Piazza, instructor-developed interactive systems
- **Instructors provide direct feedback on student work**
 - 📖 Periodically on assignments made throughout the course
- **Grading by experts in the field**
 - 📖 Exams can be automated or include more complex assessments graded by instructors and TAs; individual feedback
 - 📖 Short writing assignments; problem solving analysis; both group and individual assessments

UC Online Education

Scholarly interaction.....synchronous & asynchronous
...student-student; student-instructor...

- Peer Evaluation: Student learn by evaluating other student's work - all anonymously

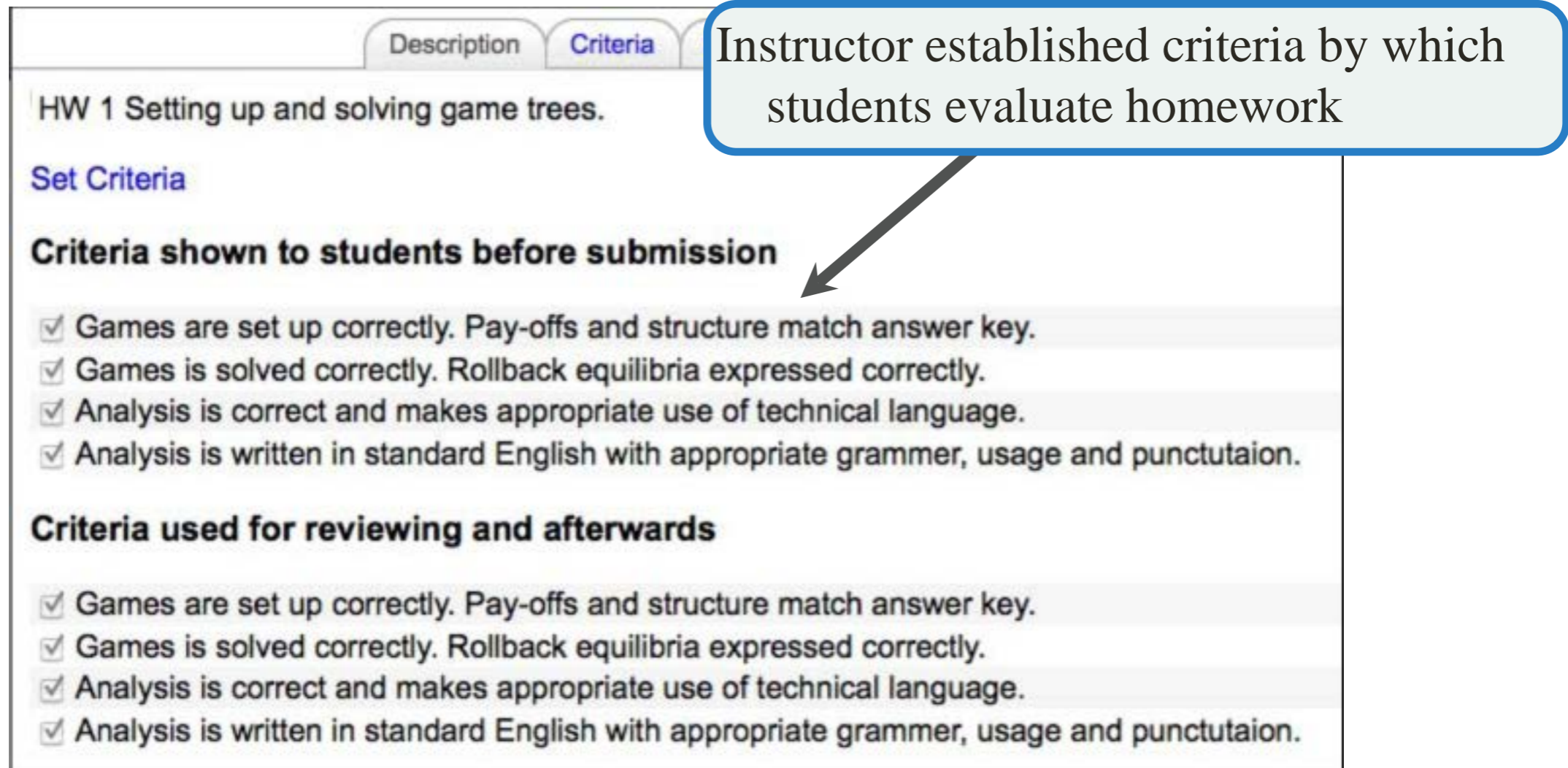
Political Science 30	Spring 2011
Assignment #1 DUE APRIL 11 by 10:00 AM	
Homework Rules: You must do your homework by yourself. You may talk about the problems with other students, but you must write up your answers on your own. Please talk to Professor Bawn or your TA if you have questions about academic honesty. These rules will apply to all homework assignments this quarter.	
Homeworks are graded primarily on effort, including the effort to be neat, well-organized., and to make the reasoning behind your answers be clear. Note also that no part of this assignment is about your own political opinions or values, and they should not be evident in your answer.	
Deterring Corruption: When can vigilance on the part of private citizens deter corruption by government officials? Can this vigilance backfire? These are the "big picture" ideas to have in mind when you answer the open-ended interpretation questions.	

Each paper is reviewed
by two other students

UC Online Education

Scholarly interaction....synchronous & asynchronous
...student-student; student-instructor...

- Peer Evaluation: Student learn by evaluating other student's work - all anonymously



The screenshot shows a web interface for a course. At the top, there are two tabs: "Description" and "Criteria". The "Criteria" tab is selected. Below the tabs, the text reads "HW 1 Setting up and solving game trees." followed by a link "Set Criteria". Underneath, there are two sections of criteria, each with a list of four items, each preceded by a checkmark. The first section is titled "Criteria shown to students before submission" and the second is titled "Criteria used for reviewing and afterwards". Both sections list the same four criteria: "Games are set up correctly. Pay-offs and structure match answer key.", "Games is solved correctly. Rollback equilibria expressed correctly.", "Analysis is correct and makes appropriate use of technical language.", and "Analysis is written in standard English with appropriate grammar, usage and punctuation." An arrow points from a callout box to the first section of criteria.

Instructor established criteria by which students evaluate homework

Criteria shown to students before submission

- ✓ Games are set up correctly. Pay-offs and structure match answer key.
- ✓ Games is solved correctly. Rollback equilibria expressed correctly.
- ✓ Analysis is correct and makes appropriate use of technical language.
- ✓ Analysis is written in standard English with appropriate grammar, usage and punctuation.

Criteria used for reviewing and afterwards

- ✓ Games are set up correctly. Pay-offs and structure match answer key.
- ✓ Games is solved correctly. Rollback equilibria expressed correctly.
- ✓ Analysis is correct and makes appropriate use of technical language.
- ✓ Analysis is written in standard English with appropriate grammar, usage and punctuation.

UC Online Education

Scholarly interaction....synchronous & asynchronous
...student-student; student-instructor...

- Peer Evaluation: Student learn by evaluating other student's work - all anonymously

Instructor can see at a glance where students don't agree

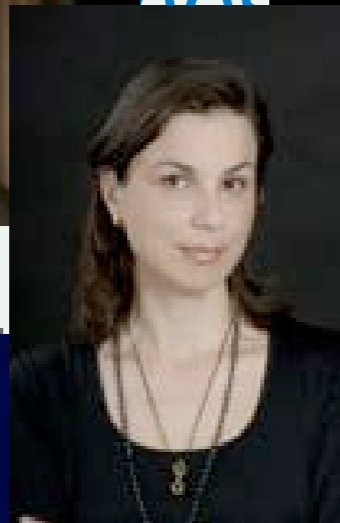
	Description	Criteria	How are reviews allocated?					
	Full name	Submission	Reviews by student	Moderation Count	Status	See/Do reviews of submission	Suggested grade	Final grade
	Bruin, Joe	Fri, 28 Oct, 06:29 PM (Resubmit)	1? / 2	0	Consensus	Review	80 / Set	Not set
	Bruin, Jane	Fri, 28 Oct, 06:31 PM (Resubmit)	1 / 2	0	Conflicting	Review	??? / Set	Not set
	Bruin, Josie	Fri, 28 Oct, 06:32 PM (Resubmit)	1 / 2	0	Consensus	Review	40 / Set	Not set
	KONG, CAROLINESTUDENT	Fri, 28 Oct, 06:32 PM (Resubmit)					100 / Set	Not set
	TAM, CAROLINE	Mon, 31 Oct, 08:52 PM (Resubmit)	1 / 2	0	Consensus	Review	100 / Set	Not set

...and can click to see details of each review...

UC Online Education

Direct instructor engagement...

...guidance, assistance, feedback, grading



UC Online Education

Evaluation of UC Online courses & program ...UC Educational Evaluation Center (UCEC)

Key Findings

Positive Experiences - students and faculty reported positive opinions and experiences associated with courses.

Variation - There was a great deal of variation among the courses, resulting in both positive and negative outcomes.

- depending on course design, expectations, faculty goals.

Technology - *Still issues to resolve*

- students generally found the learning platform engaging
- technical issues caused a number of problems, most of which have since been resolved.

- 84% of students agreed that their courses had a “high quality curriculum”
- Over 70% of students reported that they
“....would enroll in another online course at UC again.”

UC Online Education

Marketing & advertising to non-UC students

...revenue generation & access

- Framework for non-matriculated student enrollment into courses



Blackboard



UNIVERSITY OF CALIFORNIA*

***CLASSROOM NOT NEEDED**

For over a century, the University of California has been providing outstanding educational opportunities to some of the nation's foremost thinkers, innovators and doers, enabling them to make a real impact on the world. Now we're offering that opportunity to you.

- Benefit: provides a base from which enrollment across UC campuses can be planned.

UC Online Education

Marketing & advertising to non-UC students
...revenue generation & access

- Banner ads on websites for UC Online
- Targeted to websites likely to be viewed by those interested in online courses
- Internal tracking abilities to modify strategies based on user contacts and throughput.



Doodle

Your poll

The following two
If you do not re

Participation li

Send this link to

<http://doodle.com>

Invite by e-m

Administration

Access this link

<http://doodle.com>

Advertisement



Advertisement



UC Online Education

Future directions.....

...cross-campus enrollment project

1) Financial model - EVCs

- options to fund instructional costs for students in online courses from another campus.

2) SIS Data Transfer - EVCs, VCs Student Affairs

- Currently: Transfer of student information, rosters, grades
- Process needs to be refined and expanded.
- Establish process to enable checks for financial aid, workload monitoring, etc.

3) Approval for Major, GE Requirements - Senate, UG Deans

- Policies to facilitate unit credit for courses taken at another campus for subject (major) & GE credit
- Possible across-UC articulation process has been developed.

UC Online Education

Future directions.....

...updating and expansion of financial model

1) Base Financial Model - relies on enrollment of non-matriculated students

- Relatively few research universities offer individual courses for students to take for credit

2) Cross-Campus Enrollment of UC students

- Would provide additional funding to support UC Online and instructional costs

3) Service Model - Continue to develop a service model for UCOE:

- Course Development, Course Hosting, Marketing/Advertising

UC Online Education



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